DOCUMENT RESUME

ED 348 307 SO 022 530

TITLE	A Resource File for Social Studies in Utah. Level 8: United States History.
INSTITUTION	Utah State Office of Education, Salt Lake City.
PUB DATE	91
NOTE	608p.; For related documents, see SO 022 522-539.
AVAILABLE FROM	Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111 ($8.80).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF03/PC25 Plus Postage.
DESCRIPTORS	*Citizenship Education; Grade 8; Junior High Schools; Learning Activities; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods; *United States History
IDENTIFIERS	*Utah

ABSTRACT

This resource file contains information for Utah secondary school teachers to help their level 8 students meet the state's instructional objectives in the social studies. This particular student level emphasizes U.S. history. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include appraising how the nationalism of the 1800s was reflected in the art and literature of the period (history) and analyzing graphs, charts, tables, diagrams, time lines, and cartoons (geographic skills). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED348307

SO 022 530

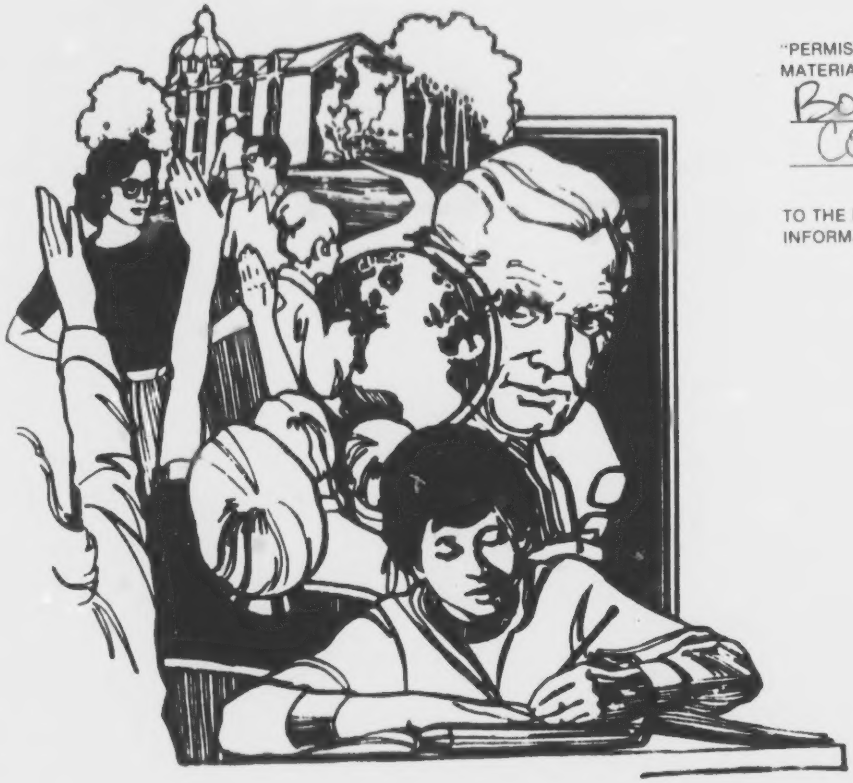
A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
BOONE C. COLGROVE
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

LEVEL 8

UNITED STATES HISTORY



Utah State Office of Education

BEST COPY AVAILABLE

The students will describe the process of problem solving. (103) (P, V)

Secondary Social Studies

TITLE: Problem Solving

TOPIC: Psychology

TIME SEGMENT: 20-25 minutes

308-101 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify the steps in problem solving by arranging paragraphs in sequence and identifying the problem solving step.

MATERIALS:

Student Activity Sheet
Key
(Masters included)

EVALUATION:

The students shall complete the Student Activity Sheet to the teacher's satisfaction.

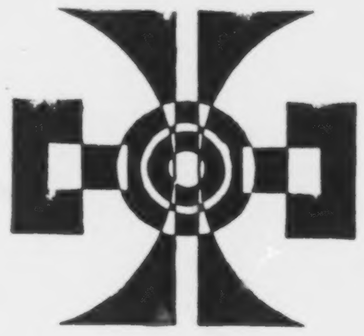
ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate sufficient copies of the Student Activity Sheet as needed.
2. If problem solving steps on answer key are labeled differently from what you have used, make any needed adjustments or corrections.
3. Before this activity is assigned, have a class discussion on problem solving to establish the proper background.



Skills:

308-828
308-854

Evaluation and Comments on Activity:

Students: ____

____

____

Teacher: ____

____

____

Secondary Social Studies TITLE: Problem Solving	TOPIC: Psychology	Student Activity Sheet	308-101 (103) D

To the student:

1. From your class discussion, you should have an understanding of problem solving.
2. Arrange the following paragraphs in order according to the steps in problem solving. Also, tell what step each paragraph represents.
3. When you have completed the activity, put your paper in the place designated by your teacher.

****

a. Rogersville had a bus system that cost 25¢ a ride, but it was slow. Doug preferred, when he could, to ride his bike. Many times, if he had the time, it was fun to walk. With his bike, the bus, or his two feet, Doug had three good alternatives for getting around by himself.

b. Doug wanted the job at the bowling alley. The manager had promised it to him. The bowling alley was one mile from school and two miles from home. Doug needed to decide how he would get from school to work and from work to home.

c. Doug got a bus schedule to find if it would match his time schedule. He also found out how much time it would take walking or riding his bike to go from school to work and from work to home.

d. Using the information he had collected, Doug decided that his bike was the best alternative. Walking took too long, and the bus was not always on time and would cost 50¢. On days that were stormy, Doug felt that the bus would be best however.

e. School was out at 3:30, and work at the bowling alley would begin at 4:00 and last until 7:00. Doug had to be home by 7:30.

Secondary Social Studies TITLE: Problem Solving	TOPIC: Psychology	Answer Key	308-101 (103) D

1. B Define the problem.
2. A Identify the alternatives.
3. E Determine the criteria.
4. C Evaluate alternatives.
5. D Make a decision.

The students will describe the impact of economic, social, and political factors on decision making during the period of the American Revolution. (418) (P, V)

Secondary Social Studies

TITLE: Propaganda

TOPIC: Psychology

TIME SEGMENT: Two class periods

308-102 (418)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the impact of economic, social, and political factors on decision making during the period of the American Revolution.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Texts, encyclopedias, etc.

EVALUATION:

The students will write two propaganda assignments to the satisfaction of the teacher.

ADAPTATIONS:

Some students may wish to draw editorial cartoons.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students participating in the activity.

2. Through selected reading and class discussion, the students should be given a good understanding of the events leading to the Revolution.

3. Have the students read the Student Information Sheet. Hold a brief group discussion following, to aid in the students' understanding of the nature of propaganda.

4. With the students, examine the editorial page of a newspaper, and see how many of the elements of propaganda mentioned in the information sheet they can find. Look especially for the use of emotion-laden words and exaggerations. Also, have the students identify the different approaches found on the page. For example: editorials, editorial cartoons, syndicated columns, letters to the editors.

5. Divide the class in half. One half is to take a pro-British point of view in writing editorial comments, while the other half will represent the patriot position. Instructions for completing this activity are included in the Student Activity Sheet.

6. After the editorials are written, have the British and the Patriots exchange their written products and then write a rebuttal to the one they received.

7. After the rebuttals are written, discuss the results with the class.

Skills:

308-828
308-853
308-876

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Propaganda	TOPIC: Psychology	Student Information Sheet	308-102 (418) D

The use of propaganda was one of the impacts of the social, political, and economic climate prior to the American revolution. The following characteristics may be found in propaganda efforts:

1. It is the spreading of information in a manner that encourages others to accept or believe it.
2. It may contain falsehoods as well as truth.
3. It often directly or indirectly calls for a response that appears to be reasonable and prudent.
4. It suggests or infers that any action called for is not only right, but moral.
5. It often creates an emotional reaction, e.g. a good feeling, a feeling of importance, belonging, etc.
6. It is not necessarily a bad or negative activity.

During the period of the American Revolution, newspapers, speeches, sermons, and letters were used as vehicles for propaganda.

Secondary Social Studies TITLE: Propaganda	TOPIC: Psychology	Student Activity Sheet	308-102 (418) D

To the student:

1. From your reading and class discussion, you should have an understanding of the events leading to the American Revolution, the nature of propaganda, and how it may be used in editorials, editorial cartoons, syndicated columns and letters.

2. You will be placed in a group that will either take a pro-British or pro-patriot position.

3. If you represent the British point of view, select a cause of the Revolution, and write a short "editorial" in support of the British position. If you represent the patriot view point, assume that you are a member of a Committee of Correspondence. Write a letter to an imaginary official, friend, or newspaper in support of the patriots concerning one of the causes of the war.

4. After completing your editorial or letter, exchange what you have written with someone from the opposite side, and write a rebuttal to what the other person has written.

5. Participate in a final class discussion on the results of this activity.

6. Put the letter and the attached rebuttal in the place designated by your teacher.

The students will define culture as the way of life as practiced by a group of people and passed on to their children. (115) (P, V)

Secondary Social Studies Culture - A Way of
TITLE: Life Passed On by Groups or Family Members

TOPIC: Anthropology
TIME SEGMENT: 2 class periods or more

308-201 (102)
D

INSTRUCTIONAL OBJECTIVE:

The students will define culture as a way of life as practiced by a group of people and passed on to their children.

MATERIALS:

Student Activity Sheet pages 1-3
(Masters Included)
Research materials such as encyclopedias, books on specific countries, books about specific regions in the United States

EVALUATION:

Students will be able to explain the possible ways cultural traits are continued and identify some cultural traits.

ADAPTATIONS:

Students may collect cultural information about their own community.

Students may collect cultural data about their own family.

PROCEDURE:

To the teacher:

1. The teacher should read the Student Activity Sheet first and discuss any necessary skills as needed by the students.
2. The teacher will outline the procedure for research of the material and how the outcome of the research is to be presented.
3. Students will work with the activity sheet. (The teacher may assign students locations to study if so desired.)
4. Time during class may be allowed for research if so designated.
5. The conclusions drawn from the research will be shared. (It may be written up or discussed in a group.)

Skills:

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies Culture - A Way of Life TITLE: Passed On by Groups or Family Members	TOPIC: Anthropology	Student Activity Sheet	308-201 (102) D

To the student:

People have different ways of dressing, celebrating holidays, building and decorating their homes, preparing and eating their food, organizing their families, expressing themselves in the arts, as well as in other areas. These differences can be said to be cultural.

Culture, using the above information, is a word used to identify a behavior typical of a group. How do people develop cultural or group traits? Be an anthropologist (someone who is involved with the study of man in relationship to his environment and culture). Use the scientific method.

1. The stated problem is to find out where cultural traits come from and how they are continued. (The problem statement.)

2. Forming the hypothesis (what you think might be possible). Generally speaking, people who have lived in certain areas of the United States for some length of time show similarities in food preferences, holiday celebrations, manner of dress, architecture of homes; therefore, regions have to do with a group's way of life.

3. Observing and gathering data. Certain questions must be researched in order to find evidence to support the hypothesis. There is a possibility that there will not be answers to all questions, but there must be enough data gathered to show support for or disprove the hypothesis.

   Choose at least three areas of the United States from the following list for comparison:

   Southeastern United States
   Southwestern United States
   San Francisco Area
   Northeastern United States (Maine)
   Minnesota and Wisconsin
   Amana, Iowa
   Holland, Michigan
   You may use an area of your own choice
   Eastern Tennessee (Appalachia)
   Four Corners Area (where Utah, Colorado, New Mexico, Arizona meet)

   Use the data sheet as a research guide.

4. Interpret the data. Summarize the information about each of your areas. Write a paper about them or discuss with a group. The results should give information about the cultural traits of the area and how these traits originated.

5. Drawing conclusions. There may be more than one possibility as to the way cultural traits are continued. Discuss the

possibility either on paper or in a group. If people move from one location to a new location, what will happen to their cultural traits? Discuss such things as:

Will the eating of kinds of foods continue to be the same?
Will holidays and celebrations continue in entirety or partially?
Will all or some of the cultural traits continue?
Who in the family continues the cultural traits?

Extended Activity:

1. Compile information about the community in which you now live using the study sheet as a guide. Which of the characteristics does your family reflect?

2. If you have lived in other areas, gather information about those areas and identify how your family culture has been influenced.

3. Inquire of some of your friends to see what cultural traits you have in common and what traits are different. Why do you think this is so?

4. What kinds of cultural traits would you like to have continued in your family in coming years? Share some of these with your classmates.

Secondary Social Studies Culture - A Way of Life TITLE: Passed On by Groups or Family Members	TOPIC: Anthropology	Student Activity Sheet	308-201 (102) D

Name of	Location 1	Location 2	Location 3	Location 4
1. Who were some of the first settlers in the area?				
2. Brief description of the geography of the area.				
3. The kinds of foods that are eaten and produced				
4. The kinds of clothing worn for different seasons, special celebrations, observances				
5. Basic family organization (Patriarch, matriarch, extended)				
6. Folk art evident (music, poetry, hand crafted items)				
7. Special holidays and observances and how they are celebrated (parades, fireworks, food, etc.)				
8. Major types of architecture in the area, especially homes.				

The students will discuss the effects of technology (transportation, food preparation method, fabricated foods, etc.) on food habits. (506) (V,N)

Secondary Social Studies

TITLE: Technology and Food Habits

TOPIC: Anthropology

TIME SEGMENT: 2 class periods

308-202 (506)

D

INSTRUCTIONAL OBJECTIVE:

The student will discuss the affects of technology on food habits by examining the factors which affected eating habits in the past.

MATERIALS:

Student Activity Sheet
Texts, encyclopedias, related sources

EVALUATION:

The students shall answer the questions to the satisfaction of the teacher.

ADAPTATIONS:

The teacher shall feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets as needed.
2. Withhold the answer key until the students complete the questions.
3. Through reading and class discussion, give the students a good background on the effects of technology on food habits.
4. Assign the Student Activity Sheet and allow time for the students to answer the questions.

5. Hand out the answer key to "Food -- Past and Present", and have the class correct their papers.
6. Have a class discussion. Discuss the answers and the effects of technology on food habits. Relate how our eating habits are different because of the foods available.
7. Next, as a class, discuss the following questions:
   - a. Because convenience foods are so easy to prepare, do you feel that you might eat more of them than a food that is difficult to prepare?
   - b. If you had to squeeze your orange juice, how often would you drink it?
   - c. If you had to make your own ice cream, how often would you eat it?
   - d. If you had a choice between a salad you had to make yourself or something that required no preparation such as a cookie or graham cracker, which would you choose?

Skills:

308-850
308-875
308-877

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies

TITLE: Technology and Food Habits

TOPIC: Anthropology

TIME SEGMENT: 2 class periods

308-202 (506)

D

INSTRUCTIONAL OBJECTIVE:

MATERIALS:

EVALUATION:

ADAPTATIONS:

PROCEDURE:

e. If gasoline restrictions were severely imposed, and you could only shop once per month, would this change the amount of fresh fruits you could eat during the winter?

f. If there was a truckers' strike which totally limited food coming from California, what might be missing in your daily menu?

g. If a method of holding fresh foods for months at room temperature could be developed, what would happen to the demand for canned foods?

h. If meat prices were very high and an imitation steak was developed for half the cost, would you use it in your family meals?

Secondary Social Studies TITLE: Technology and Food Habits	TOPIC: Anthropology	Student Activity Sheet Page 1	308-202 (506) D

To the student:

1. From your reading and discussion, you should have an understanding of the effect of technology on food habits.
2. Read the following material, "Food - Past and Present", and answer the questions on a separate piece of paper.

"FOOD - PAST AND PRESENT"

Your eating habits would likely be very different if you lived 200 years ago. Consider the following effects of technology on the foods you would have to eat by answering the following thought questions.

Transportation - In 1780, the first balloon flight had not yet been made. It wasn't until 1804 that the first steam locomotive was invented. In 1787, the first steamboat was built in the United States. Two hundred years ago, the only efficient means of transportation was shipping or horse drawn wagons.

1. If you lived in Utah in 1780, what kind of fresh fruits and vegetables would be available to you?
2. If you wanted a greater variety of food 200 years ago, where would you need to live?
   a. inland
   b. in a large city
   c. near a port
3. Improvements in transportation and the gasoline engine have made a great impact on the production of food in the farming industry. What might the relative cost of flour and sugar be in 1780 as compared with now?
4. Two hundred years ago there was plenty of land but very few machines. How would this affect the amount of food a farmer could produce.
5. Considering that it was a lot of work to farm, and that wild game, fish and seafoods were very abundant to the early settlers of our country; what would be the proportions of meat and vegetables in the diet of the early settler?

6. Without transportation, would you be able to eat the following: chocolate, pineapple, fresh oranges, dates, seafood, mangos or blueberries?

Refrigeration - It wasn't until 1805 that the ice trade was organized in the United States. In 1856, the first commercial compressor was built, which made it possible to freeze food.

1. If refrigeration for meat was not available in 1780, what forms of meat were eaten?

2. When people wanted fresh milk in 1780, what did they need?
   a. a liking for sour milk
   b. a climate below 40° F. year round
   c. their own cow

3. What types of fruits and vegetables might be available in the middle of winter for an early settler of 1780?

4. What types of frozen convenience foods are available today because of commercial freezing?

Food Preservation - In 1809, a French chef, Nicolas Appert received an official citation of a new method of preservation. The process was the heating of sealed cans of food. After this time, commercial canneries were organized. It wasn't until 1858 that the Mason jar was patented for use in home canning.

1. Considering that there was no canning or freezing of fruits and vegetables in 1780, what types of fruits and vegetables would you be able to eat for Christmas dinner?

2. How likely would it be that a family would have enough fruits and vegetables to last the winter 200 years ago?

3. What changes in eating habits occurred after 1858, when the Mason jar was available for home use?

Knowledge and Prejudice -

True/False - 1. In 1830, fresh fruits were forbidden to all classes, especially children. It was felt that they caused cholera.

True/False - 2. Germs were known about 200 years ago, and dairies were careful not to contaminate milk.

True/False - 3. The tomato in earlier times was felt to be poisonous.

True/False - 4. Milk would often sour because of warm temperatures and lack of refrigeration. Because of this, many women put pond ice directly into their milk to chill it.

True/False - 5. In 1622, at Plymouth, Massachusetts, lobster was so plentiful that it was considered to be fit only for the poor.

Improved Agriculture - Over the years that agriculture has been experimenting, there have been many improvements made which have been a great benefit to mankind.

1. The original tomatoes first seen in America were
   a. tart, fleshy and more delicious than the tomatoes we have today.
   b. seedy and had very little flesh.

2. True/False - Animal wastes were used as fertilizer and were superior to the fertilizers used today.

3. True/False - Plants 200 years ago were not resistant to plant diseases and would easily become diseased.

Transportation

1. Only the fruits and vegetables that a person could grow in his own garden were available. There were no means of transporting large amounts of food inland. Transportation costs were greater than they are today, so luxury items that would sell for a high price were the only items worth shipping. Tea, chocolate, and spices were the most common items transported.

2. If you lived near a port where food was shipped, you would be able to have a greater variety of food. The food that was shipped would be more expensive than what could be grown locally.

3. Flour and sugar were relatively more expensive than they are even today; because of the lack of machinery, these items were more costly and difficult to produce.

4. The amount of food produced per acre was very low. If an American farm was compared with a European farm of 200 years ago, the difference would be great. In America, there was plenty of land, and labor was dear; while in Europe, land was scarce and farmers were diligent. Because of this difference, American farms were not well-cared for and produced less than those in Europe.

5. The early settler ate a very large amount of meat, fish, and wild game. Meals were often flat and consisted of fish, fowl or roasts which were thoroughly overdone. Fruit and vegetables were so little in demand that the local farmers scarcely bothered to grow them.

6. They would be unavailable to anyone living in Utah. To obtain them, you would have to live where they were produced. Blueberries might be grown in Utah, but the climate would not produce a very large quantity.

Refrigeration

1. Salted, dried or smoked meat were the usual forms of meat. One early settler who desired to eat fresh meat had slaughtered a lamb and tried to keep it from spoiling by hanging it in his well. Two days later he wrote in his diary, "Resolved to have no more fresh meat till cooler weather comes. Those who have a mind to swallow or be swallowed by flies may eat fresh meat for me."

2. They needed to have their own cow. Year round temperature of 40° F. are not found in America. Many did drink sour milk because of no refrigeration.

3. Only the very hearty fruits and vegetables would be available through the winter. Dried fruits and vegetables were also available.

4. Some examples are pizza, lasagne, burritos, waffles, fried chicken, the T. V. dinner, orange juice, shelled peas, and ice cream.

Food Preservation

1. Those which had been dried, fermented, or packed in brine.

2. It wasn't very likely. If the crops were poor, there wouldn't be enough to preserve. Many times the months of late winter and early spring left people with only dry staple items such as beans, flour, and dried corn.

3. Women could begin canning their own fruits for the winter. Many women continued to dry fruits and vegetables, because there was some expense in acquiring the jars for canning.

Knowledge and Prejudice

1. True. A doctor of the time mistakenly wrote that fruits and vegetables were the cause of the dread disease cholera. Many believed this to be true and would not eat fruits and vegetables.

2. False. The germ theory had not yet been developed. Milk was often contaminated, and people became sick with a disease called milksick. They felt the disease was caused by the cow eating a root which was poisonous.

3. True. For many years, people would not eat tomatoes because of this belief.

4. True. Pond ice was the form of ice sold in earlier times. It might be stored in an ice house to keep perishable foods cold. Many times it was added directly to milk and other beverages to chill them quickly. Many diseases were transmitted because of this practice.

5. True. When there was a storm at Plymouth, lobsters piled up two feet high on the beach; they were so plentiful and easy to gather that they were considered fit only for the poor, who could afford nothing better. William Bradford was deeply himiliated when his colony was so short of food that the only present one could give a friend was a lobster.

Improved Agriculture

1. b. They were very seedy and had little flesh. The development of the high quality tomato that is available today is a credit to the technology of agriculture.

2. False. Animal wastes were used for fertilizer, but it would take 12 to 15 inches of steer manure to equal the small amount of fertilizers we use today.

3. True. Many varieties of plants have been developed to resist diseases common to plants. Other varieties have been created to taste better, yield more and have better nutritional value.

The students will identify the major contributions of religious and ethnic groups to the development of the country from the age of discovery to the Civil War. (408) (I)

Secondary Social Studies

TITLE: Religious and Ethnic Groups

TOPIC: Sociology

TIME SEGMENT: 2-4 days

308-301 (408)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify the major contributions of religious and ethnic groups to the development of the country from the age of discovery to the Civil War.

MATERIALS:

Student Information Sheet pages 1, 2
Student Activity Sheet
(Masters Included)
Texts, encyclopedias, related materials

EVALUATION:

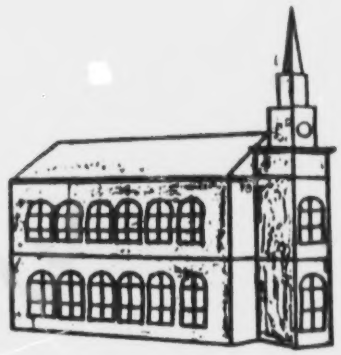
The students shall choose one activity from the Student Activity Sheet and complete it to the satisfaction of the teacher.

ADAPTATIONS:

The teacher shall feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:



1. Duplicate enough Student Information Sheets and Student Activity Sheets as needed.
2. Through selected reading and class discussion, give the students a good background in the major contributions of religious and ethnic groups to the development of the country from the age of discovery to the Civil War period.
3. As part of the background, you may wish to invite one or more guests from ethnic or religious groups to visit your class. Ask your visitor or visitors to discuss the contributions and customs that their groups have made to the development of the country.
4. Assign the activity.

Skills:

308-825
308-826
308-827
308-828

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Religious and Ethnic Groups	TOPIC: Sociology	Student Information Sheet Page 1	308-301 (408) D

America has always had many religious groups. Infact, many of the earliest immigrants to America came for religious freedom. One such group, the Puritans, left a great legacy. They are a good example of the kinds of contributions religious groups have made.

The Puritans, like Pilgrims, Quakers, Huguenots and others, were minority groups. The Puritans had split from the Church of England. They were independent and well-organized. John Winthrop, governor of the Puritans' colony in Massachusetts, had been given a royal charter. This meant that the Puritan settlers had important powers in the new world.

Most Puritans lived in New England and had to work hard to earn a living. One of the legacies from Puritans is the importance of working hard. The Puritans also had a sense of pride. They felt they were chosen to do something major by settling America. They also had showed a great courage and creativity.

The Puritans and other settlers didn't always have a good sense of democracy though. They believed people should stay in their "place". For example, a man in a higher social class would be called "Master". A man who had less status was called "Goodman." Sometimes the law reflected social class too. If a gentleman was caught stealing, he was fined and lost his title of Master. If a common man was caught, he was flogged. Another example of class difference was the Virginia tailor who made a bet for 2,000 pounds of tobacco on his horse and was fined, because horse racing was a "gentleman's" sport.

Puritans took their church meetings seriously. In some congregations, tithing men, who were like ushers, kept people awake. They put a foxtail or feather on one end of a pole and tickled a person's nose. There was a nob on the other end of the pole. A sleepy child would be hit on the head if he didn't pay attention.

Despite the harshness and humor we see in some Puritan ways, they made real contributions. Often people talk today about the need for hard work and the value of honesty and ingenuity. Much of Americans' regard for those ideas came from the background of Puritanism.

The Shakers were another religious group who made contributions. They were lesser known than Puritans and a much smaller group. The Shakers didn't marry, because they thought the world was going to end very soon.

The Shakers were extremely eccentric, but they were also clever. They developed many orderly ways of improving farm life. The Shakers even invented the flat-headed broom which worked better than other brooms. The split-wood clothes pin and the one-horse farm wagon were Shaker inventions. These creative people also adapted the screw propeller, the hand-powered washing machine, and the threshing machine. To improve their livestock, they cross-bred until they produced a fine breed of hog.

Packages of seeds sold in stores were another Shaker invention. Shakers sold yarns, dried fruit, wooden ware, and other products to their neighbors.

From this one group came great contributions to American life. Other religious groups did make many equally outstanding contributions.

The Jews are both an ethnic and religious group. An ethnic group is a race or group of people who have similar customs or traits. Jews share common religious beliefs, and they also have many unique customs. Many Jews who immigrated to America made remarkable contributions in many areas. Primarily, Jews began many banks and businesses. Maurice Warshaw is an example of a successful Jewish immigrant. He came from Russia and settled in Salt Lake City. From small beginnings, he built the Grand Central Store chain. Auerbach's is another local store begun by Jewish merchants.

Across the nation, Jews in other fields also have become leading citizens. Jews have excelled as doctors, scientists, etc.

Secondary Social Studies TITLE: Religious and Ethnic Groups	TOPIC: Sociology	Student Activity Sheet	308-301 (408) D

To the student:

1. Through your reading and class discussion, you should have an understanding of the major contributions of religious and ethnic groups to the development of the country up to the Civil War period.

2. Choose one of the following activities. Follow the directions, and do any writing involved on a separate piece of paper.

   a. Visit a local church or community center. Find out about and list the contributions of that group to the community.

   b. Write down some of the contributions of a religious or ethnic group of which you are a part. For example, if you're Catholic, write down contributions Catholics have made to Utah.

   c. Why do you think it was important to have ethnic groups in America during the pre-Civil War period? Look in your text book or a history book and find some information. Write your answer.

   d. If you are part of an ethnic or religious group, write reasons why it is important for you to belong. How do you think your feelings about life have been influenced by your group? Write those thoughts down.

3. When you have finished your activity, put your paper in the place designated by your teacher.

The students will describe the relationships between nations and cultures in a state of expansion, i.e., diffusion, assimilation, and acculturation. (407) (I, V)

Secondary Social Studies

TITLE: Diffusion, Assimilation, and Acculturation

TOPIC: Sociology

TIME SEGMENT: 2 days

308-302 (407)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the relationship between nations and cultures in a state of expansion, i.e., diffusion, assimilation, and acculturation.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbooks, encyclopedias, other resource materials

EVALUATION:

The student shall complete the activity to the satisfaction of the teacher.

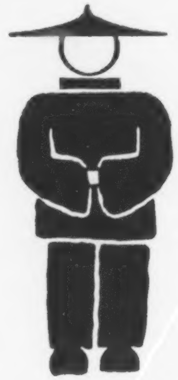
ADAPTATIONS:

The teacher shall feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Through reading and class discussion, give the students a good understanding of the processes people undergo in an expanding nation, i.e., diffusion, assimilation, and acculturation.
2. Duplicate enough Student Information Sheets and Student Activity Sheets as needed.
3. Assign the activity.



Skills:

308-856
308-875
308-877
308-853
308-850
308-827
308-826
308-825

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Diffusion, Assimilation and Acculturation	TOPIC: Sociology	Student Information Sheet	308-302 (407) D

You have just moved to Cairo, Egypt. You are going to live there permanently, and you want to feel comfortable. The culture is very different from your own, however. People don't relate in ways you're use to. They don't respond to your actions the way westerners do. You soon can see that it will take time and effort for you to assimilate the Egyptian culture.

Assimilation - is comparing or likening things, or ideas. In science, it's the process by which plants' roots absorb nutrients from the soil. Referring to people, the word assimilate has a similar idea. It's the way people become part of the culture and lifestyle of the area in which they live.

Diffusion - means to scatter or extend. It is the process of spreading out or transmitting widely. When people don't live close together geographically, or when they don't agree with their neighbors, diffusion takes place. A diffuse group of people don't have a lot in common. They live differently and have dissimilar ideas.

If you did live in Egypt, you would learn from Egyptians and assimilate some of their culture. In some ways, you'd keep your own culture, though, and teach them about America. Diffusion would then take place. The result would be that you and your Egyptian friends would acculturate to each other. That is, the Egyptians would borrow American ideas, and you would take from their culture, too. For example, your Egyptian friends might like to wear jeans, eat ice cream and hamburgers. Those are parts of American culture. You might want to wear an Egyptian robe and eat lamb kabobs; part of their culture. If you and your friends wore Egyptian shirts, American jeans, ate lamb kabobs and had ice cream for dessert, some acculturation would have happened. Both cultures would have borrowed from each other. Many times this process of borrowing helps both groups.

When nations expand, like the United States did one hundred years ago, diffusion, assimilation, and acculturation take place. Different groups of people live together. Take the Indians and the White settlers, as an example. How did diffusion take place when they began living in the same geographic area? How did acculturation take place? How about assimilation? Many of the problems between Indians and whites took place because of great diffusion. The inability of whites and Indians to assimilate each other also caused troubles.

This same pattern has occurred with many other groups. Think of other cultural or religious groups who moved to America and had trouble acculturating. Think of some groups of Americans who haven't assimilated well into the local culture.

Do you think you'd be able to assimilate into a culture where women were treated like animals? Where women were dominant? Where children had no rights? Why might it be difficult for you?

BEST COPY AVAILABLE

Secondary Social Studies TITLE: Diffusion, Assimilation, and Acculturation	TOPIC: Sociology	Student Activity Sheet	308-302 (407) D

To the student:

1. From class discussion and from reading (including the Student Information Sheet, dictionaries, and any other available sources), you should understand the terms diffusion, assimilation, and acculturation. You should also understand how these processes relate to an expanding nation.

2. Complete the following activities on a separate piece of paper.

   a. Ask someone in your class or school who has not always lived in the area to talk about how they have become accustomed to living there. What kinds of things were different? The same? Hard to get use to? Easy to adjust to?

   b. Look in a reference book. Find an example of a group of people who are in a state of change. How are they able to acculturate with their neighbors? What do you think would help them work better with their neighbor?

   c. What local groups still aren't assimilated into your local culture? How are they diffuse by your standards? How could they acculturate?

3. When you have completed the activity, put your paper in the place designated by your teacher.

The students will compare and contrast Northern and Southern life-styles of the United States in the colonial period. (303) (V)

Secondary Social Studies
TITLE: Colonial Life - Northern and Southern

TOPIC: Sociology
TIME SEGMENT: 1 class period

308-303 (303)

D

INSTRUCTIONAL OBJECTIVE:

The students will compare and contrast Northern and Southern lifestyles of the United States in the colonial period.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Texts, encyclopedias, other related materials

EVALUATION:

The students shall demonstrate their understanding of the lifestyle of colonial Northern and Southern United States by completing the activity to the teacher's satisfaction.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. From selected readings and class discussion, the students should be given a good understanding of living conditions in the Northern and Southern United States during the colonial period.

2. Duplicate enough Student Information Sheets and Student Activity Sheets as needed.

3. Be sure that an adequate number of resource materials (texts, encyclopedias, etc.) are available for student research.

Skills:

308-826
308-827
308-853
308-877

Evaluation and Comments on Activity:

Students:

Teacher:

Secondary Social Studies TITLE: Colonial Life - Northern and Southern	TOPIC: Sociology	Student Information Sheet	308-303 (303) D

A lifestyle is a way of life. It's the things people do, what people eat, how they dress, where they live. Educational background and personal habits also reflect lifestyle choices.

During the American Colonial period, the northern and southern colonies had different lifestyles. Because of geography, the New Englanders fished, made ships, and manufactures iron. New Englanders were also involved with rum, fur, and slave trades.

Southerners had a very different lifestyle. The South was mainly agriculture. Parts of North Carolina and Virginia were planted in tobacco. In Georgia and South Carolina, indigo and rice were grown. Cotton also became an increasingly important crop. Slaves did most of the farm work throughout the South.

As the colonies grew, the New England merchants wanted to be able to manufacture their own textiles. Factories were built, and many New Englanders worked in them.

While New England became more industrial, the South was still dependent on farming. These two differences in how people earned a living made a huge difference in how they lived.

Secondary Social Studies TITLE: Colonial Life - Northern and Southern	TOPIC: Sociology	Student Activity Sheet	308-303 (303) D

To the student:

1. From your reading and class discussion, you should have a good understanding of living conditions in the northern and southern United States during the colonial period.

2. You are an historian who is trying to draw conclusions about how Colonial Americans lived. Start by reading the information sheet as a brief review. Then look in your textbook, encyclopedia or any other available source. Look for the information about how people dressed, ate, and behaved. What would you guess about how people dressed in the South, based on your knowledge of the climate there? How would Southern clothes differ from Northern clothes? What crops could be grown in the north and south? How would that influence what was eaten? What difference did manufacturing make in the north? What difference did farming make in the south? How would Northern and Southern lifestyles differ because of employment? What kinds of education did most people have? What education would be necessary in the North and South? How would each differ?

3. Compare these elements of lifestyle to your lifestyle. How is your lifestyle like that of Northerners and Southerners?

4. When you have completed the activity, put your paper in the place designated by the teacher.

The students will describe the contributions of women to American history. (202) (V)

Secondary Social Studies

TITLE: Women in American History

TOPIC: Sociology

TIME SEGMENT: 1 class period

308-304 (202)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the contributions of women to American History.

MATERIALS:

Student Information Sheet pages 1-4
Student Activity Sheet
(Masters included)
Texts, encyclopedias, other related materials

EVALUATION:

The student shall complete a selected activity to the teacher's satisfaction.

ADAPTATIONS:

The teacher shall feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students who are participating.

2. From selected reading (including the Student Information Sheet) and class discussion, the students should be given a good understanding of the contributions of women to American history.

3. As part of the background for the activity, you may wish to invite a prominent woman to visit your class. Have the students prepare a list of questions to ask her. The questions could include what she does, how she does it, what her goals are, etc.

4. If any students choose activity "e", allow time for the students to give a report to the class.

Skills:

308-827
308-880

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Women have made many remarkable contributions to American history. This information sheet will discuss several outstanding American women. Notice the specific contributions they made, and be prepared to discuss them.

Anne Hutchinson (c. 1591 - 1643)

The mother of fifteen children, Anne Hutchinson lived in the Massachusetts Bay Colony. Her husband was admired in the community, and they had enough money to be comfortable. Anne was skilled in midwifery and uses of medicinal herbs.

Anne Hutchinson had interests beyond her household, however. She began to teach religion classes in her home. Many women attended, and more and more men came. Anne Hutchinson taught that a person could pray, himself. Many people believed that they could only pray through a minister. Mrs. Hutchinson also taught that prayer related to how people felt, not just what they thought.

Some welcomed her ideas, but others felt she was wrong. Governor John Winthrop thought she was a threat to the government. At that time, the church and state officials were almost the same, so if people felt they didn't need ministers, they also rejected the state leaders. Winthrop and others feared the public might even quit paying taxes.

Mrs. Hutchinson continued interpreting the bible herself. Some of her friends urged her to quit. She refused and said she would keep her ideas. Because of her beliefs, she was brought to trial. Governor Winthrop was her prosecutor and judge in the Massachusetts General Court. He told the court Anne Hutchinson was a heretic because of her belief in individual conscience. He banished her from the colony. Anne stood up for herself, but Winthrop held firm.

The next spring, Anne prepared to take her leave. As she walked out of the Boston meetinghouse, only her friend Mary Dyer spoke to her. Several years later, this same Mary Dyer became a Quaker and was hanged as a heretic in Boston.

Anne Hutchinson moved to Rhode Island, the same place where Roger Williams lived. Williams had also been exiled from Massachusetts. He promised religious freedom to all who came to Rhode Island.

Anne Hutchinson's husband died in 1642. Fearing that Governor Winthrop would bring her back to Massachusetts, Mrs. Hutchinson moved. She lived in part of what is now New York City. In 1643, Indians entered her home and killed her and six of her children. Many Bostonians rejoiced at the news of her death.

Anne Hutchinson is remembered because of her courageous defense of religious freedom and her personal rights.

Sojourner Truth (c. 1797-1883)

Isabella Baumfree was born a black slave in Ulster County, New York. Her sisters and brothers and she herself were sold to other land owners. Her master married her to an older slave, and they had five children.

New York State law freed slaves in 1827, so Isabella Baumfree went to work as a maid. With the help of friends, she successfully got back her son who had been illegally sold. Two of her other children were also sold south. In 1843, she felt she should become a preacher. She changed her name to Sojourner Truth, because she wanted to travel. She also hoped to declare truth to all she met.

As a traveling preacher, Sojourner Truth became famous. She was fearless, totally unafraid of even unfriendly audiences. Although she had no formal education, she spoke well and shrewdly on many issues. When the Civil War began, she entertained and preached among the Union troops. In 1867, she gave one of her most famous speeches at the American Equal Rights Association in New York City. In this speech, she talked about the need for women's rights. Sojourner Truth was one of the outstanding black women of her day.

The Grimke Sisters --Sarah (1792-187) and Angelina (1805-1879)

Sarah and Angelina Grimke grew up in a wealthy Southern family. Surrounded by slavery, they learned to hate it. The sisters moved north to Philadelphia and became Quakers.

Angelina published an anti-slavery pamphlet in 1836, which was seized and banned by Southern postmasters. She was not ever allowed to go south to visit her mother. The two sisters were famous. Both joined the American Anti-Slavery Society. Angelina was a fiery speaker and gave the talks which Sarah helped to write.

Since it was not considered appropriate for women to give talks, Angelina Grimke received some criticism. One time, Angelina gave a speech to a loud anti-slavery convention in Philadelphia. She talked for an hour to the noisy croud. Outside a mob had gathered. They broke almost every window in the building. When Angelina finished her talk, she stood in a pool of broken glass.

The Grimkes continued their anti-slavery work, although that was Angelina's last public speech. She had been married two days before to a minister, Theodore Dwight Weld.

Susan B. Anthony (1820-1906)

Susan B. Anthony, who now has a dollar named after her, grew up in New England. In her home, Susan learned about major intellectual ideas and met important people.

In 1848, Susan's parents and sister attended the first womans' rights convention in Seneca Falls, New York. Their enthusiam sparked Susan's interest. Soon, she met Elizabeth Candy Stanton and other suffragists. Susan thought women should be able to vote. Susan B. Anthony was a singleminded worker. Throughout the rest of her life, she worked for womens' voting rights, often in difficult circumstances.

Once, in 1872, she was arrested while leading women to vote in Rochester, New York. Miss Anthony took her case to the people in a speaking town. When taken to court, she attached the handling of the trial. She was not ever allowed to speak in her own defense. Susan B. Anthony refused to pay the one hundred dollar fine, and President Ulysses S. Grant officially pardoned the election officials who had allowed Miss Anthony and her friends to vote. This prevented the suffragists from taking legal action.

Susan B. Anthony did a great deal to help women get the vote. In 1920, the nineteenth amendment was passed, and women could go to the polls at last.

Anna Eleanor Roosevelt (1884-1962)

Wife of President Franklin Roosevelt, Eleanor Roosevelt had many personal achievements. She traveled extensively and learned much about American life. She was then able to tell her husband about what life was for many people.

In a sense, she acted as her husband's ears and eyes. The interest in various government programs and womens' organizations was also intense.

She wrote a newspaper column and lectured in many places. When her husband died in 1945, she became the American representative to the United Nations General Assembly. From 1946 to 1953, she acted as the Chairman of the United States Commission on Human Rights.

Secondary Social Studies TITLE: Women in American History	TOPIC: Sociology	Student Activity Sheet	308-304 (202) D

To the student:

1. From your reading and class discussion, you should have a good understanding of the contributions of women to American history.

2. Select one of the following activities, and follow the directions as stated for the activity.

   a. Write a page about the life of a woman who has contributed something to your life.

   b. The information sheet has told you about some outstanding women. What other areas of life besides religion and politics have women contributed? Look in your textbook, encyclopedia, or other reference for information. Write a page covering this.

   c. Write a page on the outstanding contributions the women in your family have made. Does making a contribution mean you have to be famous? Rich?

   d. What is the biggest contribution a woman can make? Write a page of your ideas on this.

   e. Get together with two or three other students and research a period of time. Find five outstanding women. Each of you choose a different woman, and prepare a brief oral report to give to the class.

3. When you have completed the activity, put your paper in the place designated by your teacher.

The students will explain the relationship food has to social situations. (506) (N)

Secondary Social Studies
TITLE: Food and Social Situations

TOPIC: Sociology
TIME SEGMENT: one week

308-305 (506)

D

INSTRUCTIONAL OBJECTIVE:

The students will understand the relationship food has to social situations by observing two social situations and completing the "Questions for Observation" form.

MATERIALS:

Teacher Information Sheet
Student Activity Sheet pages 1, 2
(Masters included)
Textbooks, encyclopedias, other
related material

EVALUATION:

Through a final class discussion, the teacher will determine if the students are aware of the relationship food has to social situations.

ADAPTATIONS:

The teacher shall feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students who are participating.

2. Before this activity is assigned, provide a background for it through selected reading and class discussion.

3. After the activity has been completed, use the Teacher Information Sheet (evaluation questions) as a guide in leading a class discussion on the relationship food has to social situations.

Skills:

308-852
308-880

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies
TITLE: Food and Social Situations | TOPIC: Sociology | Teacher Information Sheet | 508-305 (506) D

Evaluation Questions

1. Do social events differ in the amount of eating done?

2. Is the food served any different than what is usually given at mealtime?

3. Is the emphasis placed on eating or another activity? Does this differ depending on the type of social event? Do some individuals place more emphasis on the eating part of a social event? Do some people place more emphasis on the activity as compared to the eating portion of the occasion?

4. Does the degree of preparation of food give any indication as to the importance of the occasion?

5. What would happen if an occasion were changed such that a small snack of vegetables were served rather than a large elaborate dinner? Would anyone be upset? Would they be as likely to come the following time?

6. Could the addition of a speaker, games or activity make a food-centered social more enjoyable? Give a possible example.

Secondary Social Studies TITLE: Food and Social Situations	TOPIC: Sociology	Student Activity Sheet Page 1	308-305 (506) D

To the student:

1. From your reading and class discussion, you should have the necessary background for completing an activity on food and social situations.

2. Choose two social situations to observe. The following are possible occasions to observe:
   - wedding
   - informal church meeting
   - club meeting
   - parent's bridge club
   - activities after a ballgame, movie or play
   - party luncheon or dinner for group or family
   - school dance
   - family celebration
   - birthday
   - anniversary
   - visit to relatives or friends
   - family reunion

3. Complete the "Questions for Observation" form which follows. Answer the questions on a separate piece of paper.

Questions for Observation

1. What was the occasion or gathering and its purpose?
2. Was food served?
3. What was served?
4. Was the main activity centered around the food or meal?
5. Besides eating, what activities took place?
6. Did the food make any nutritional contribution to the diet?
7. What was the percent of time spent eating?
   a. zero.
   b. 10-25%
   c. 25-50%
   d. 50-75%
   e. 75-100%

8. What kind of socializing occurred while eating?
9. Could the social event take place without eating? What would have happened if no food was served?
10. How much time do you estimate was spent preparing for the activities or program? How much time do you estimate was spent preparing, serving, and cleaning up the food?
11. Did you enjoy the occasion? What would have made it more enjoyable? What would have made it more meaningful?

4. When you have completed your observing and the questions for observation, take your paper to the class for a class evaluation.

5. After the class evaluation, put your name on your answers and put them in the place designated by your teacher.

The students will analyze the contemporary problem of adequate and equitable finances of public education. (410) (V)

Secondary Social Studies

TITLE: Funding Public Education

TOPIC: Sociology

TIME SEGMENT: 1st day: 10 minutes
2nd day: 1 class period

508-306 (410)

D

INSTRUCTIONAL OBJECTIVE:

The students will analyze the contemporary problem of adequate and equitable finances of public education.

MATERIALS:

Student Information Sheet (master included)

EVALUATION:

The students shall be able to take notes of the most important points of the superintendent's talk to the teacher's satisfaction.

ADAPTATIONS:

If the superintendent is not available to speak, invite a member of the school board.

PROCEDURE:

To the teacher:

1. Arrange with the local superintendent of schools to speak to the class on the problem of adequate and equitable financing of public education.

2. First day: Allow a few minutes for the students to read the Student Information Sheet, and have a short class discussion to give the students some background on the financing of public education.

3. Second day: Have the superintendent talk to the class about school finances.

4. Instruct the students to take notes on the key points of the superintendent's talk. At the end of the talk, have the students write their names on their notes and hand them in.

Skills:

308-825
308-827

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Funding Public Education	TOPIC: Sociology	Student Information Sheet	308-306 (410) D

The financing of public education is a giant undertaking. In 1980, 93 billion dollars were needed to run the public schools. 'Of this huge sum, roughly ten percent was provided by the federal government. Just less than fifty percent was supplied by the states, and local funds accounted for about forty percent.

On the federal level, school funds come from a general fund derived from federal income taxes.

The states raise their education funds from a complex system of many taxes. Some money comes from state income tax. Corporation taxes, money from dirvers' license fees, and part of a special tax on liquor sales also help make up school funds. Some state school money also comes from a general fund. The general fund is made up of sales tax and other taxes.

Property tax is a local tax. The majority of the money from this goes for support of the schools.

The students will explain why controlling public education is primarily a function of each state. (410) (V)

Secondary Social Studies

TITLE: The Control of Public Education

TOPIC: Sociology

TIME SEGMENT: 20-30 minutes

308-307 (410)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain why controlling public education is primarily a function of each state.

MATERIALS:

Student Information Sheet
Student Activity Sheet (masters included)
Texts, encyclopedias, etc.

EVALUATION:

Students shall be able to write down why controlling public education is primarily a function of each state, to the teacher's satisfaction.

ADAPTATIONS:

The teacher could use this activity as a short class discussion, using oral responses or written work as a check to insure that each student understands the reasons why control of public education is in the hands of the states.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets for the students who are participating.

2. Before this activity is assigned, establish a background for the students in the control of public education as a function of the states.

3. Assign the activity.

Skills:

308-850
308-852

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Someone is paying the property tax on the place where you live. You might ask your family to see who it is. If your family owns or is buying your place, your family pays the tax. If you rent or lease, the owner pays the property tax.

About 40% of the money spent to keep you in school comes from local property taxes. About 50% of it comes from the state. Roughly 10% of the cost of your education is paid by the federal government. There is an old saying, "He who pays the piper calls the tune." What do you think that it means? What do you think that it means in regard to controlling public education?

The Constitution of the United States does not name specifically who should control public education. However, the Tenth Amendment makes allowance for it as well as for other non-specified government functions.

The Tenth Amendment

> "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."

Legally and traditionally then, the states have had the major control of public education in America.

Secondary Social Studies TITLE: The Control of Public Education	TOPIC: Sociology	Student Activity Sheet	308-307 (410) D

To the student:

1. From your class discussion, you should have an understanding of how education is administered in the state.
2. Read the Student Information Sheet.
3. On a separate piece of paper, answer the following questions:
    a. Why do you think that the primary control of public education is in the hands of the state?
    b. Does it seem logical to you? Why or why not?
4. When you have finished, put your paper in the place designated by your teacher.

The students will explain that the fulfilling of needs is dictated by the natural resources available. (603) (V)

Secondary Social Studies

TITLE: Natural Resources and the Fulfilling of Needs

TOPIC: Geography

TIME SEGMENT: 2 days

308-401 (603)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain that the fulfilling of needs is dictated by the natural resources available.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Social studies books, encyclopedias, newspapers and other sources containing information about natural resources in America.

EVALUATION:

The students will write a report showing how a given need is affected by the available natural resources.

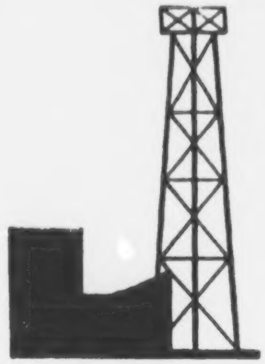
ADAPTATIONS:

The teacher may invite an expert on natural resources to address the class.

PROCEDURE:

To the teacher:

1. Make copies of the Student Information Sheet and Student Activity Sheet for the students who are participating.
2. Provide the students with Social Studies books, encyclopedias, newspapers, and other sources containing information about natural resources in America
3. Have the students complete the activities listed on the Student Activity Sheet.
4. Designate a place for the students to leave their completed work.
5. Evaluate the students' work.



Skills:	Evaluation and Comments on Activity:
308-855 308-856 308-875 308-877 308-879	Students: ____________________ ____________________ ____________________ Teacher: ____________________ ____________________ ____________________

Some of the most basic needs that a human has are the needs for clean air, water, and food. How these needs are fulfilled depends upon the natural resources available. The more natural resources there are, the easier it is to live. When resources are ruined or missing, living becomes more and more difficult.

Air is obviously a need that no one can live without. Air is also a natural resource that is in great abundance. However, due to man's intervention, many people are forced to breathe air that may be harmful. Pollution, in the form of industrial wastes, car exhaust and smoke, enters the air and diminishes its quality. The things a person wants to do outside may be restricted if the air is highly polluted. For example, during air pollution alerts, people with respiratory problems are advised to stay indoors. If air pollution is allowed to proceed unchecked, fulfilling the need for clean air becomes difficult.

Water, another natural resource, is a basic human need. Humans need water for drinking, washing, growing food, and in many places, for transportation. How well these needs are met depends upon the climate, the quality of the water, and the demands on the existing water supply. Dry climate areas do not have as much water available as wet areas do. Residents of America's arid Southwest have to depend on irrigation to fulfill their water needs. The Northeast states are in climate areas withplenty of rainfall. However, the population there is so great that the demands on the water can be greater than the existing supply. Water conservation has to be stressed whenever precipitation falls below the projected amount needed to supply peoples' water needs. Pollution is another factor in filling water needs. Lake Erie, a fresh water lake in the Great Lakes region, is a large source of water. However, most of the lake's water is undrinkable. Industrial and human wastes dumped into Lake Erie have ruined the water for human use. When water becomes polluted, meeting human water needs is difficult.

Another basic human need is the need for food. How well this need is met depends upon the availability of natural resources that apply to food production. Geography is one resource factor that influences what people eat. People who live near the sea tend to eat more fish than people who live inland. The inland inhabitants eat more land animals. Climate also affects what is eaten. Some plants need a long, warm, growing season to mature properly. Oranges and other citrus plants thrive in the mild California weather but perish in the cold winters of Montana. Farmers in semi-arid areas of the United States must grow grains that don't require as much water as other plants. Understanding how the prevailing climate will affect crops is essential to anyone trying to produce food.

The availability of natural resources often dictates how successfully basic human needs are met. If natural resources have been destroyed or are scarce, needs become difficult to fulfill. The basic needs for air, water, and food must be at least partially filled or life itself will be threatened.

Secondary Social Studies TITLE: Natural Resources and the Fulfilling of Needs	TOPIC: Geography	Student Activity Sheet	308-401 (603) D

To the student:

1. Put your name on a piece of paper.
2. Read the Student Information Sheet. Read more information about America's natural resources and their availability. Use your social studies text, encyclopedias, newspapers, and other resource materials.
3. Complete the activities listed below.
    a. Choose one of the following needs:
        (1) water
        (2) food
        (3) shelter
        (4) transportation
    b. Using the information you have found, write a report explaining how the availability or scarcity of natural resources in America affects the need you have chosen.
4. Put your report in the place designated by your teacher.

The students will locate the great plains, major rivers and bodies of water, mountain ranges, the states and their capitals, bordering countries, and oceans of the United States using a variety of maps and the globe. (102)

Secondary Social Studies The Physical and Political
TITLE: Geography of the United States

TOPIC: Geography
TIME SEGMENT:

08-402 (102)

D

INSTRUCTIONAL OBJECTIVE:

Students will locate the great plains, major rivers and bodies of water, mountain ranges, the states and their capitals, bordering countries, and oceans of the United States using a variety of maps and the globe.

MATERIALS:

Student Activity Sheet
United States Maps (masters included for individual student copies)
Encyclopedias, social studies books, other resources containing United States maps
Answer keys (Masters included)

EVALUATION:

The students will indicate on the maps the location of the major rivers, plains, mountains, lakes, oceans, states, capitals, and bordering countries of the United States.

ADAPTATIONS:

1. The teacher may present this material in a learning center format.
2. The teacher may present this material as a group activity.

PROCEDURE:

To the teacher:

1. Make copies of student worksheet and United States Maps.

2. Give each student a copy of the worksheet and the maps.

3. Provide each student with a piece of paper.

4. Have the students complete the activities listed on the worksheet.

5. Teacher keys are provided at the end of this unit.

Skills:

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies The Physical and Political TITLE: Geography of the United States	TOPIC: Geography	308-402 (102) D

To the student: Find a map of the United States in an encyclopedia or in a social studies book. Write your name on a piece of paper. Put your name on each of the study maps.

1a. Using the map you found as a guide, fill in the names of the states and their capitals on map #1.
b. Fill in the names of the countries at A and B on the map.

2a. Using the map you found as a guide, fill in the location of the following lakes, oceans, and rivers on map #2.

Atlantic Ocean
Colorado River
Columbia River
Erie Canal
Great Salt Lake
Gulf of Mexico
Hudson River
James River
Lake Erie
Lake Huron
Lake Michigan
Lake Ontario
Lake Superior
Mississippi River
Missouri River
Ohio River
Pacific Ocean
Platte River
Potomac River
Red River
Rio Grande
Snake River

b. Using an encyclopedia or a social studies book, write a short paragraph about one of the rivers, lakes, or oceans that you have never seen.

3a. Using the map you found as a guide, locate and write down the following regions of the United States on map #3.

Appalachian Highlands
Pacific Coast Range
Central, Interior Plains
Rocky Mountain Range
Coastal Lowlands and Plains
Western Basin, Range & Plateau
Great Plains
New England

b. Choose one of the above regions. Using an encyclopedia or a social studies book, write a short paragraph on the importance of this region to the United States today.

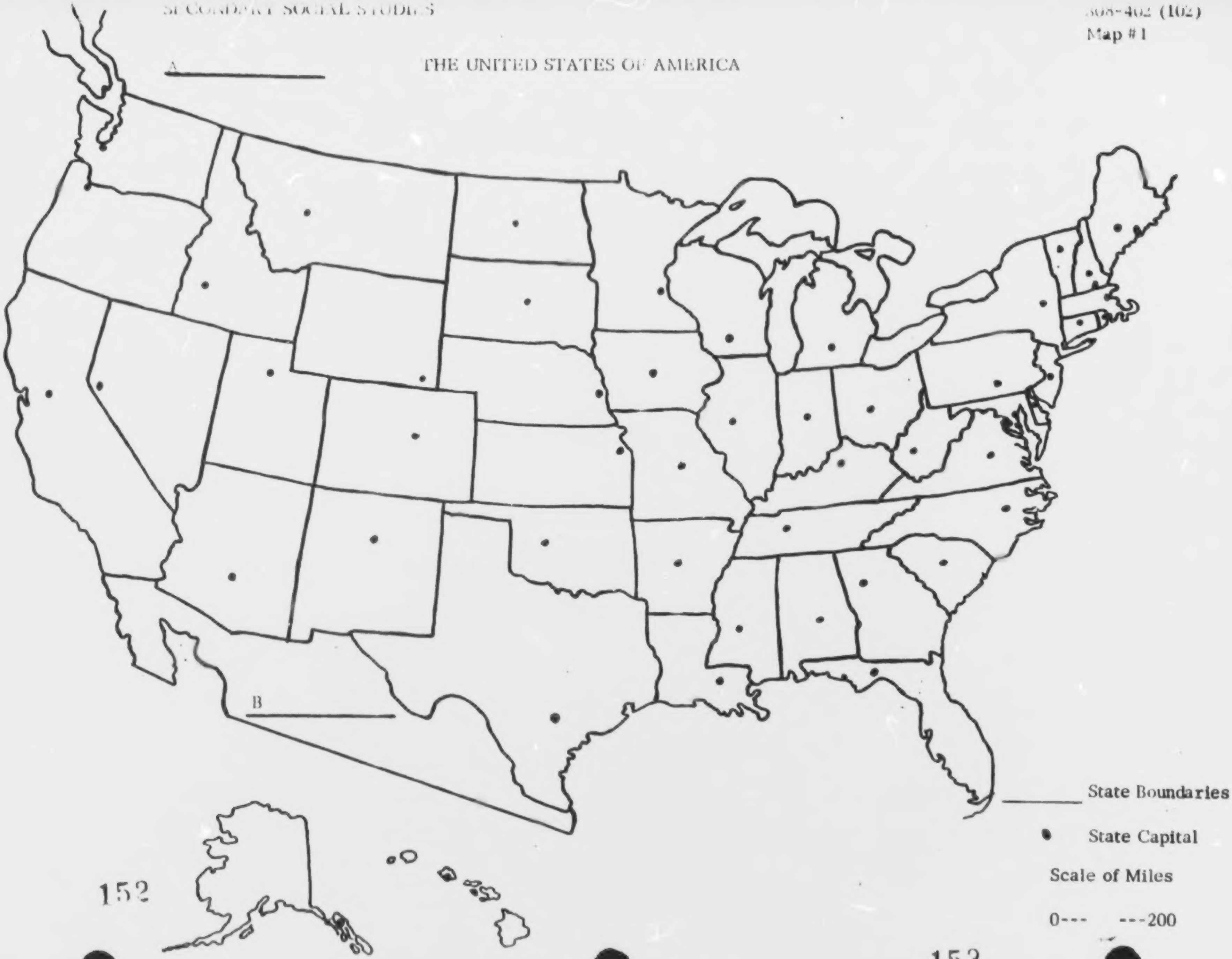
c. Using the map you found as a guide, locate and circle the following mountains on map #3.

Adirondack Mountains
Alaskan Range
Blue Ridge Mountains
Cascade Mountains
Mauna Kea Volcano
Mount McKinley
Ozark Plateau and Mountains
Sierra Nevada Mountains
Uinta Mountains
Wasatch Mountains

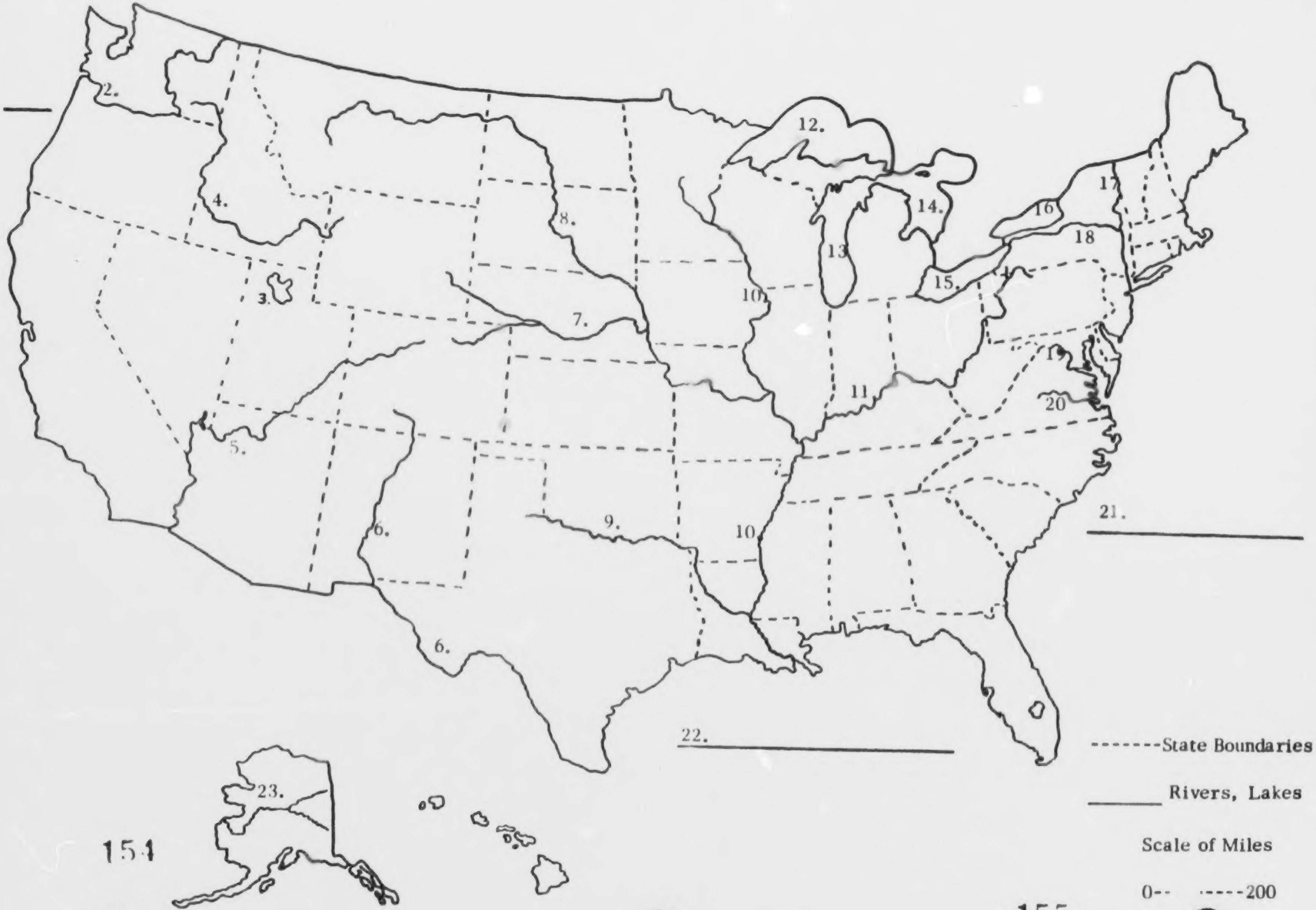
d. Using map #3, find the latitude and longitude of the above mountains. Write them on your paper.

308-402 (102)
Map #1

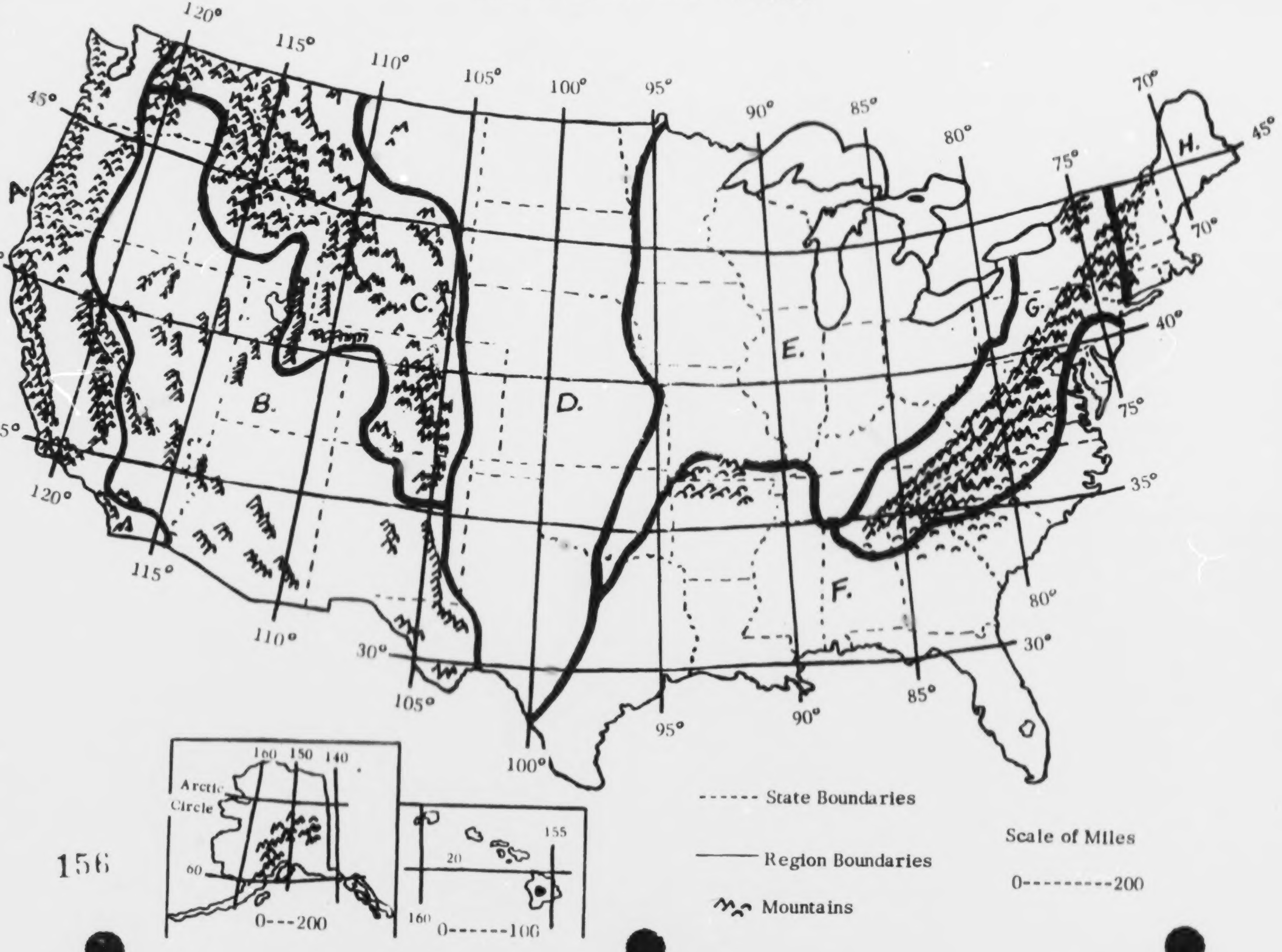
THE UNITED STATES OF AMERICA


A
B
State Boundaries
State Capital
Scale of Miles
0--- ---200

THE UNITED STATES OF AMERICA

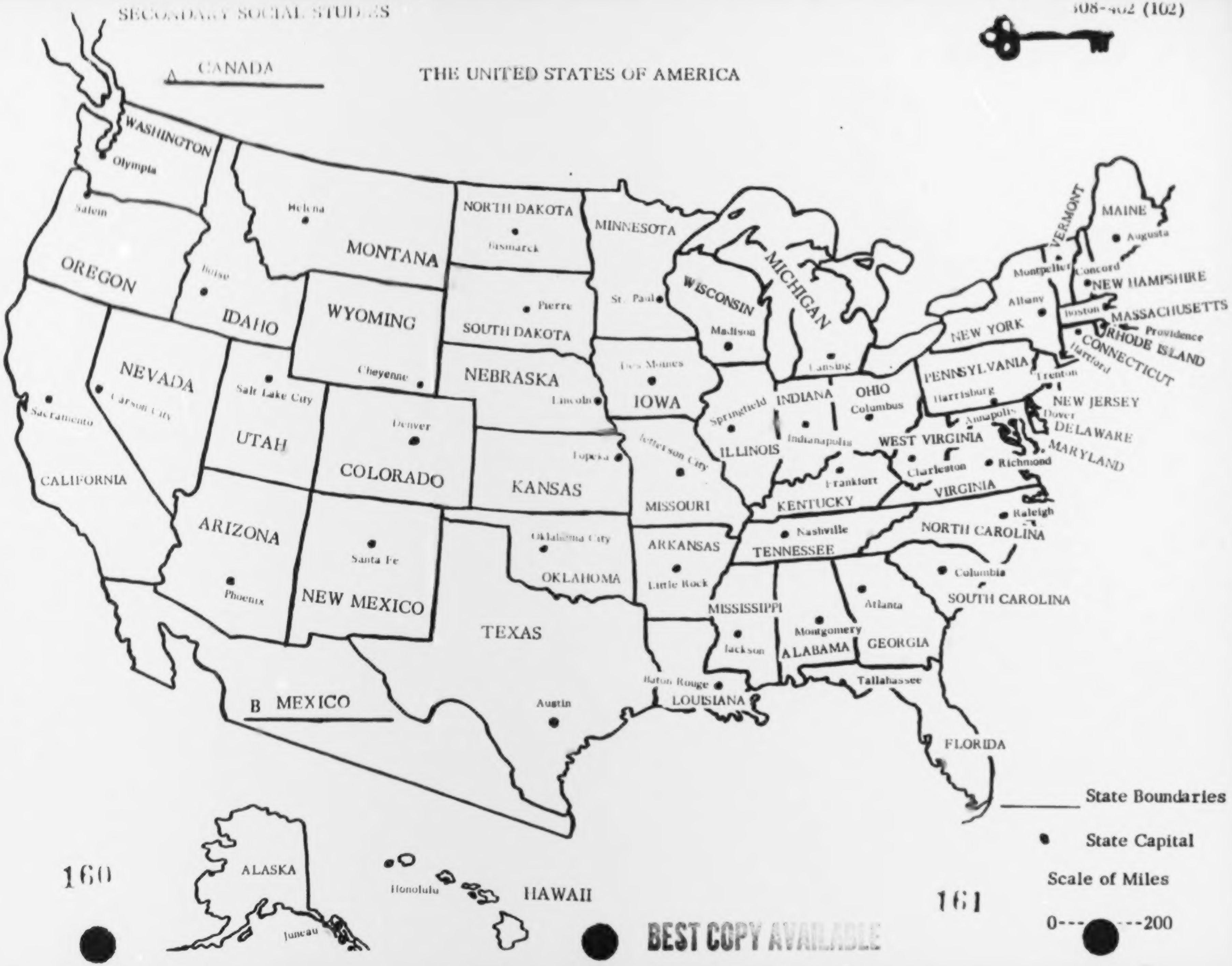

2.
3.
4.
5.
6.
6.
6.
7.
8.
9.
10.
10.
11
12.
13
14.
15.
16
17
18
19
20
21.
22.
23.
------State Boundaries
_____ Rivers, Lakes
Scale of Miles
0-- -----200

THE UNITED STATES OF AMERICA


A.
B.
C.
D.
E.
F.
G.
H.
120°
115°
110°
105°
100°
95°
90°
85°
80°
75°
70°
45°
40°
35°
30°
160
150
140
Arctic Circle
60
0---200
155
20
160
0------100
------ State Boundaries
Region Boundaries
Mountains
Scale of Miles
0---------200

Answers to Question 3.d.

Adirondack Mountains - 43°-45° latitude, 75° longitude
Alaskan Range - 65° latitude, 150° longitude
Blue Ridge Mountains - 35° latitude, 85°-80° longitude
Cascade Mountains - 46°-50° latitude, 120°-123° longitude
Mauna Kea Volcanoe - 20° latitude, 155° longitude
Mount McKinley - 65° latitude, 145° longitude
Ozark Plateau and Mountains - 36°-38° latitude, 91°-95° longitude
Sierra Nevada Mountains - 38°-40° latitude, 121° -118° longitude
Uinta Mountains - 41° latitude, 108°-111° longitude
Wasatch Mountains - 39°-42° latitude, 112° longitude

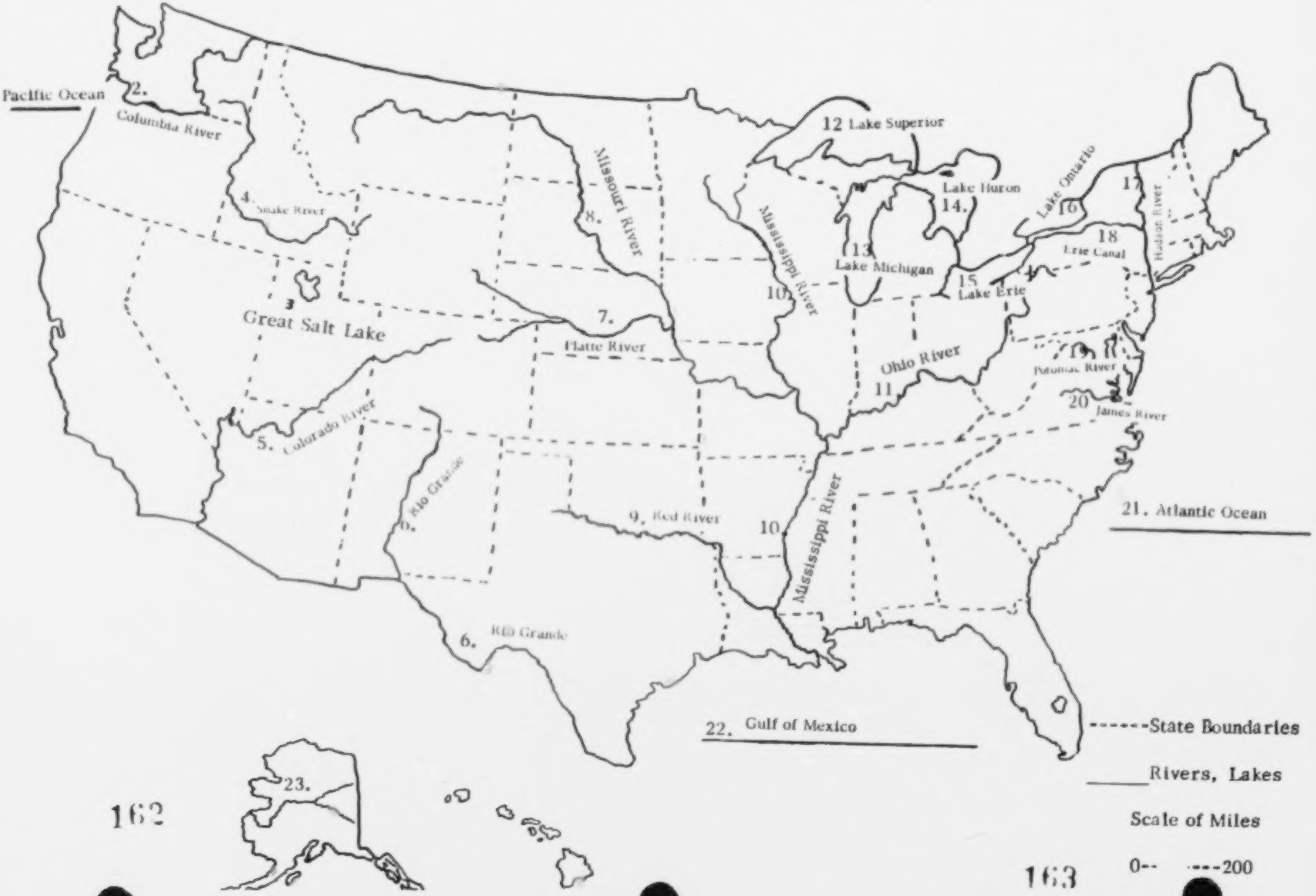


THE UNITED STATES OF AMERICA

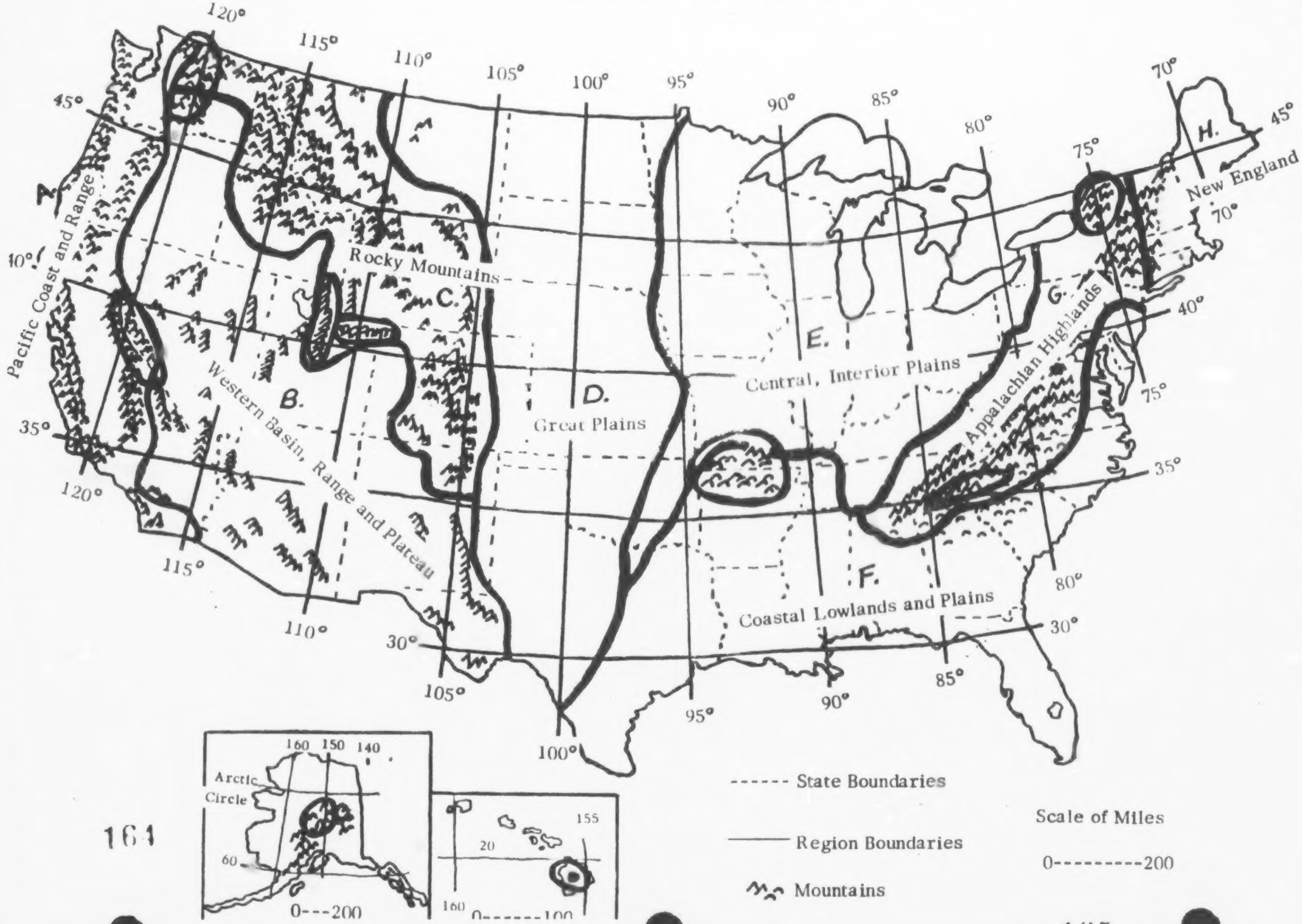
A CANADA
WASHINGTON
Olympia
Salem
OREGON
Helena
MONTANA
Boise
IDAHO
NORTH DAKOTA
Bismarck
MINNESOTA
St. Paul
WISCONSIN
Madison
MICHIGAN
Lansing
VERMONT
Montpelier
MAINE
Augusta
Concord
NEW HAMPSHIRE
Albany
NEW YORK
Boston
MASSACHUSETTS
Providence
RHODE ISLAND
Hartford
CONNECTICUT
WYOMING
Cheyenne
Pierre
SOUTH DAKOTA
NEBRASKA
Lincoln
Des Moines
IOWA
NEVADA
Carson City
Sacramento
CALIFORNIA
Salt Lake City
UTAH
Denver
COLORADO
KANSAS
Topeka
Jefferson City
MISSOURI
Springfield
ILLINOIS
INDIANA
Indianapolis
OHIO
Columbus
PENNSYLVANIA
Harrisburg
Trenton
NEW JERSEY
Annapolis
Dover
DELAWARE
MARYLAND
WEST VIRGINIA
Charleston
Richmond
VIRGINIA
Frankfort
KENTUCKY
Nashville
TENNESSEE
Raleigh
NORTH CAROLINA
Columbia
SOUTH CAROLINA
ARIZONA
Phoenix
Santa Fe
NEW MEXICO
Oklahoma City
OKLAHOMA
ARKANSAS
Little Rock
TEXAS
Austin
MISSISSIPPI
Jackson
Montgomery
ALABAMA
Atlanta
GEORGIA
Tallahassee
FLORIDA
Baton Rouge
LOUISIANA
B MEXICO
ALASKA
Juneau
Honolulu
HAWAII
State Boundaries
State Capital
Scale of Miles
0------200

BEST COPY AVAILABLE

THE UNITED STATES OF AMERICA


Pacific Ocean
2.
Columbia River
4.
Snake River
3
Great Salt Lake
5.
Colorado River
6.
Rio Grande
6.
Rio Grande
7.
Platte River
8.
Missouri River
9.
Red River
10.
Mississippi River
10.
Mississippi River
11
Ohio River
12 Lake Superior
13
Lake Michigan
14.
Lake Huron
15
Lake Erie
16
Lake Ontario
17
Hudson River
18
Erie Canal
19
Potomac River
20
James River
21. Atlantic Ocean
22. Gulf of Mexico
23.
------State Boundaries
______Rivers, Lakes
Scale of Miles
0-- ---200

THE UNITED STATES OF AMERICA


120°
115°
110°
105°
100°
95°
90°
85°
80°
75°
70°
45°
40°
35°
30°
A.
Pacific Coast and Range
B.
Western Basin, Range and Plateau
C.
Rocky Mountains
D.
Great Plains
E.
Central, Interior Plains
F.
Coastal Lowlands and Plains
G.
Appalachian Highlands
H.
New England
160 150 140
Arctic Circle
60
0---200
155
20
160
0------100
------ State Boundaries
Region Boundaries
Mountains
Scale of Miles
0---------200

The students will describe the changes in Europe in the 1400's which spurred the search for a water route to Asia. (105) (I, V)

Secondary Social Studies

TITLE: Search for Water Routes to Asia

TOPIC: History

TIME SEGMENT: 25 minutes

308-501 (105)

D

INSTRUCTIONAL OBJECTIVE:

Students will describe the changes in Europe in the 1400's which spurred the search for a water route to Asia.

MATERIALS:

Student Information Sheet Pages 1,2
Student Activity Sheet (masters included)
Texts, encyclopedias and any other available sources

EVALUATION:

By completion of the Student Activity Sheet to the teacher's satisfaction, students will demonstrate their ability to describe the changes in Europe that spurred the search for a water route to Asia.

ADAPTATIONS:

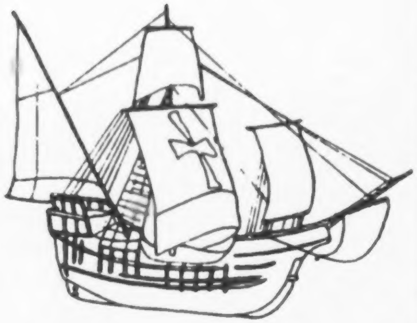
This activity may be used as a group discussion activity.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students who are participating.

2. Before this activity is assigned, provide a background for the students through selected reading and class discussion.



Skills:

308-826
308-875
308-877

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Search for Water Routes to Asia	TOPIC: History	Student Information Sheet Page 1	308-501 (105) D

With the fall of the Roman Empire, the Dark Ages descended in Europe. The civilization that had flourished during the Roman rule declined. Much learning was forgotten. Superstition took its place. There was less trade, so cities became smaller or disappeared. Outlaws roamed the land.

The Dark Ages lasted about one thousand years. Then, in the 1400's, things began to change. Feudalism, a system where people gave military and other service to their lord in return for protection and the use of the land, declined. The lords, who once had great powers, became less strong. Serfs bought their freedom or ran away and moved to the cities. There they became artisans.

Cities grew and became stronger. With the growth of cities, the kings of the lands grew stronger, too. This fact helped bring about more change. Kings could coin money that could be used throughout the kingdom. Merchants and tradesmen, then, could use money instead of goods or farm produce to do business. Industry and trade increased.

As kings grew more powerful, people began to feel they belonged to a country instead of to a city or to a lord. For example, people who lived in Florence, Italy, began to think of themselves as Italians rather than Florentines. This rise in nationalism encouraged one language rather than many dialects. As a result, people from all parts of a country could understand each other. This condition helped trade and commerce within the country.

Then, too, the Crusades brought changes. The Holy Land belonged to the Moslems. Europeans were Christians and wanted to make Jerusalem a Christian city. Thousands of people traveled to the Holy Land. These travelers needed supplies and food from Europe. Since it was cheaper to send things by sea than it was to send them by land, seaport towns on the Mediterranean grew.

As the Crusaders traveled, they saw new and wonderful things. There were great cities filled with wealth. There were scientific discoveries. There were silks, cottons, perfumes, jewels, and spices. Those who returned from the Crusades brought such things back to show their families and told tales of the wonders they had seen.

The invention of the printing press brought more changes. Before that time, a book had to be copied by hand. Few people could read, and news traveled slowly. Now more books were printed, and more prople learned to read. News of the marvelous lands spread throughout Europe. People wanted to have the beautiful things and to taste the delicious foods about which they had read. They were willing to pay great sums to get these things. Also, scholars wanted to learn more of the advances in science and mathematics.

Land routes to India and China were dangerous and expensive. There were no roads. What trails existed were inhabited by bandits. There were few places along the way from which supplies could be purchased. It did not take too much imagination for merchants and traders to realize that the best way to get to and from the lands of India and China was by the sea.

Secondary Social Studies TITLE: Search for Water Routes to Asia	TOPIC: History	Student Activity Sheet	308-501 (105) D

To the student:

1. Read the Student Information Sheet.
2. Read the conditions during the Dark Ages as found in the left-hand column of the chart below.
3. In the right-hand column, opposite each condition, write the change that helped spur the search for the sea route to Asia.

Conditions During the Dark Ages	Changes
1. Most people lived under Feudalism.	
2. Cities were small and weak.	
3. Feudal lords held great power.	
4. Most people were farmers.	
5. People thought of themselves as belonging to their lord or to a city.	
6. There were many languages or dialects in a single country.	
7. With little trade, seaports were unimportant.	
8. People knew only life in their own villages.	
9. Books were copied by hand.	
10. Much learning had been forgotten.	

4. When you have finished, put your paper in the place designated by your teacher.

The students will identify the major social, economic and political factors responsible for European exploration of North America. (102) (V)

Secondary Social Studies

TITLE: Europe Explores North America

TOPIC: History

TIME SEGMENT: 25 minutes

308-502 (102)

D

INSTRUCTIONAL OBJECTIVE:

Students will identify major social, economic, and political factors responsible for European exploration of North America.

MATERIALS:

Student Information Sheet Pages 1,2
Student Activity Sheet Pages 1,2
(Masters included)
Texts, encyclopedias, etc.

EVALUATION:

Completion of the Student Activity Sheet by the students, to the teacher's satisfaction will indicate their ability to identify the major social, economic, and political factors responsible for European exploration of North America.

ADAPTATIONS:

This activity could be adapted for group discussion.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students who are participating in the activity.

2. Before this activity is assigned, establish an adequate background for it through selected reading and class discussion.

Skills:

308-826
308-875
308-877

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Spain was a poor country, and its leaders realized that one way to get money was to establish trade with India and China. Since Italy had taken over most of the trade through the Mediterranean seaports, the news of Columbus' western route to the Indies attracted many Spanish explorers. These explorers came to the coast of what is now Mexico, Central, and South America. There they found Indians wearing much gold and silver. Explorers such as Cortez and Pizarro conquered the Indians. The native were put to work mining precious metals which were then sent back to Spain. Catholic church men came on the journeys from Spain. These priests set up schools for the Indians and taught them about Christianity.

The Spaniards knew that they could only protect their new discoveries from other nations by establishing colonies in many places. As a result, Spanish explorers sailed along the coast of California and even up the Mississippi River, setting up outposts and missions wherever they could.

The French, attracted by the great wealth pouring into Spain, decided they would like to have some of the gold themselves. Frenchmen explored the northeastern part of North America. A French explorer traveled up the St. Lawrence River in hopes of finding a passage linking the Atlantic and the Pacific Oceans. Such a passage would make trade with India and China much easier and less expensive. There was no passage, but what was found was an area rich in fur bearing animals and abundant fishing grounds. Frenchmen came to what is now Canada to trap and to set up trade in furs and fish. As with Spain, France sent Catholic missionaries on the expeditions so missions could be started.

About a hundred years after Spain's conquest of New Spain, things were beginning to happen in England. Feudalism had declined there to a greater extent than in any other European country. With the increase in the number of merchants, tradesmen, and artisans, there was an emergence of a large middle class strata of society. These people were neither lords or serfs. Within this group, there were many with the ambition, imagination, and business ability to establish new colonies.

The nationalism and freedom of thought in evidence at this time gave rise to a break with the Catholic Church. However, this fact did not mean there was freedom of speech in England. Many Protestants were looking for a land where they could worship as they chose.

In addition, with the loss of labor on their estates, the lords switched from farming to the raising of sheep. Since fewer workers were required, thousands of farmers found themselves without work. These people could not even find land for their animals, because the lords fenced off and enclosed land that had previously been used by the serfs and farmers for grazing.

For years, Spain had dominated the seaways. Their ships had prevented England from establishing colonies in the New World. Then, in 1588, the English defeated the Spanish Armada in the English Channel. With this event, the English became the strongest sea power in in the world. Exploration of North America by England was about to begin.

Secondary Social Studies TITLE: Europe Explores North America	TOPIC: History	Student Activity Sheet Page 1	308-502 (102) D

To the student:

1. Read the Student Information Sheet.

2. Read the list of factors responsible for the exploration of North America in the left-hand column below.

3. In the space provided at the right, mark an S if the factor is social, P if the factor is political, and E if the factor is economic in nature.

Social	- concerned with human beings in their relations with each other.
Political	- having to do with governments.
Economic	- having to do withproducing, distributing, and consuming goods and service.

1. Spain was a poor country before the discovery of New Spain. ☐
2. Spanish priests set up missions to teach the Indians. ☐
3. Spain wanted to protect its discoveries from intrusion from other countries. ☐
4. The French wanted to find a passage to the Pacific Ocean. ☐
5. The French decided to develop fishing and fur trading in North America ☐
6. French missionaries spread Christianity to the Indians of Canada ☐
7. The emergence of a large middle class produced men able to found colonies. ☐
8. With the rise in nationalism and free thinking came England's break with Catholicism. ☐

9. The enclosing of the large estates caused thousands of people to lose their jobs. ☐

10. Protestants were looking for a place where they could have religious freedom. ☐

11. For years, the Spanish navy had prevented colonization of North America by other countries. ☐

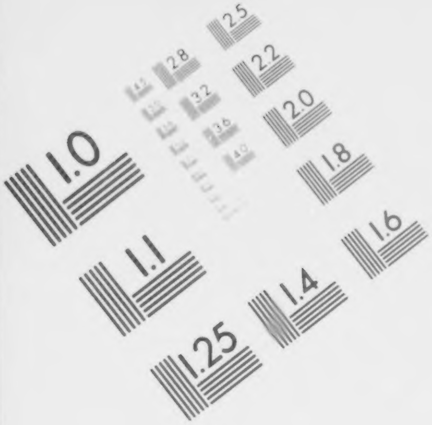
12. The English navy defeated the Spanish Armada and became the greatest naval power in the world. ☐

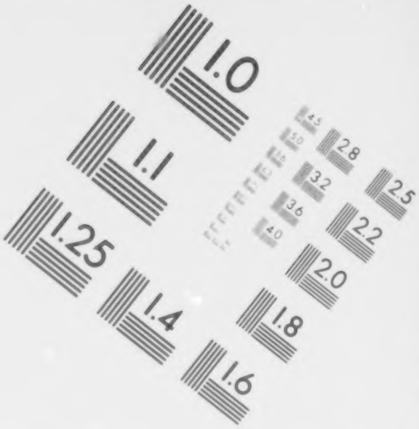
4. Put your completed paper in the place designated by your teacher.

AIIM

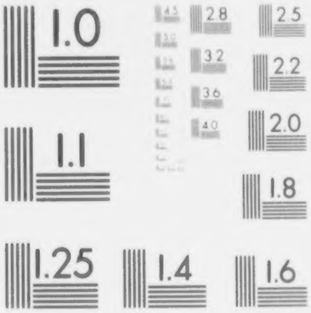
Association for Information and Image Management

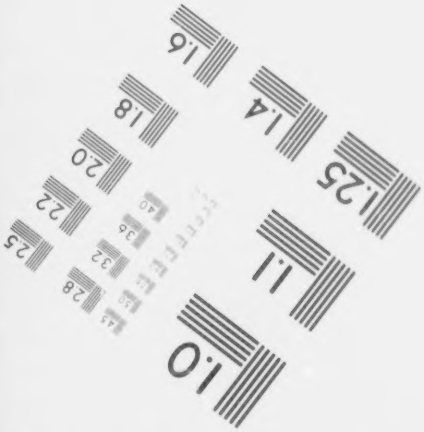
1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910
301/587-8202

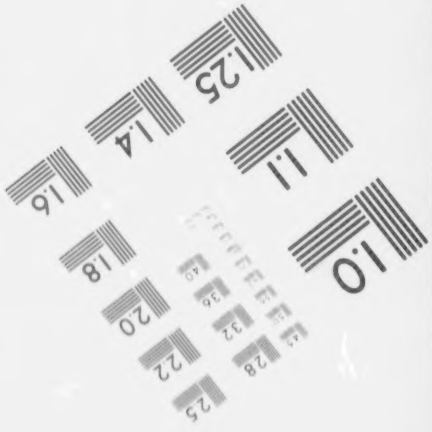

1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0

Centimeter
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
mm
1
2
3
4
5
Inches


1.0
4.5
2.8
2.5
3.2
2.2
3.6
4.0
2.0
1.1
1.8
1.25
1.4
1.6


1.6
1.8
1.4
2.0
1.25
2.2
2.5
4.0
3.6
1.1
3.2
2.8
4.5
1.0


1.25
1.1
1.4
1.6
1.0
1.8
4.0
3.6
2.0
3.2
4.5
2.2
2.8
2.5

MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

The students will describe the discoveries and analyze the contributions made by the European explorers from 1488-1622 (103) (V, I)

Secondary Social Studies

TITLE: European Explorers

TOPIC: History

TIME SEGMENT: 30 minutes

308-503 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the discoveries and analyze the contributions made by the European explorers from 1488-1622.

MATERIALS:

Student Information Sheet
World study map (master included)
Student Activity Sheet
Texts, encyclopedias, etc.

EVALUATION:

The students will be able to accurately describe and analyze in written form information concerning the discoveries of explorers during the years from 1488-1622.

ADAPTATIONS:

This activity could be used as a class discussion or debate, with students defending their opinions as to the relative contributions of the explorers.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students.
2. Before this activity is assigned, be sure that an adequate background is established

Skills:

308-803
308-854

Evaluation and Comments on Activity:

Students:

Teacher:

Secondary Social Studies TITLE: European Explorers	TOPIC: History	Student Information Sheet	308-503 (103) D

In the 34 years between 1488 and 1522, there occurred five sea voyages and a 45-mile walk through dense jungle that drastically changed man's concept of his world. In 1488, Bartholomew Diaz, a Portuguese sea captain, sailed around the tip of the continent of Africa. Diaz was convinced that India and China could be reached by an all sea route. Diaz wanted to continue the trip across the Indian Ocean to prove his conviction. His crew, however, were afraid they were nearing the end of the world. They staged a sit-down strike and forced him to turn back to Europe.

About ten years later, another Portuguese, Vasco DeGama, followed Diaz' route, but he went on to cross the Indian Ocean and reach India. The Mediterranean ports no longer held a monopoly on trade with the East. DeGama returned to Portugal with cargo worth 60 times the cost of the voyage.

Christopher Columbus and most of the learned men of the time believed the world was round. Columbus reasoned that, given this fact, the East Indies could be reached by sailing west. In 1492, Columbus set out to prove his theory. When land was finally sighted, he was sure he had reached India. As we know, he had crossed the Atlantic and landed on islands off the coast of America. Neither he nor anyone at that time realized the size of the earth, or that the American continent even existed.

In 1497, after learning of Columbus' success, John Cabot, an Italian navigator sailing for England, thought he could find the Indies by sailing north of Columbus' route. Although he thought it was Asia, Cabot explored the coast of North America, probably from Long Island to Florida. England was not impressed with his achievement and did nothing about it for almost 100 years.

Vasco Balboa was serving as the governor of a small Spanish colony in what we know as Panama. Some natives told Balboa of a great sea across a thin strip of land. On this water, they claimed, a person could sail to a city filled with gold. In 1513, Balboa and two hundred men took three weeks to cut their way through dense jungle. Balboa saw the Pacific Ocean from the top of a cliff. When he reached the shore, he claimed the sea and all the shores it washed for Spain.

Ferdinand Magellan, a Portuguese captain in the service of Spain led the first ships across the Pacific. Magellan took small ships and set his course for the Spice Islands (Moluccas) that lay in the China Sea.

Instead of going east, he sailed west. He headed for Brazil, then traveled along the coast of South America looking for a passage through which he could reach the Pacific. Two ships deserted during the search. At last, Magellan reached the tip of South America. The seas were so rough that it took 30 days to pass through the straits that are now named for him.

For 98 days, Magellan's ships sailed across the Pacific. The food ran out, and the men ate rats and leather from the ships rigging. Luckily, the Marianna Islands were sighted, and food was obtained from the natives. With fresh provisions, Magellan went on to the Philippines where he was killed in a dispute between native tribes. Out of the five ships that left Spain, only one went on to find the Spice Islands. The captain, Juan Sebastian del Cano, took in cargo, then sailed around Africa and back to Spain. The ship arrived at its home port in 1522, three years after it had left.

In just 34 years, three great oceans had been crossed, the American continent had been discovered, and the fact that the world was round had been definitely proved.

Secondary Social Studies TITLE: European Explorers	TOPIC: History	Student Activity Sheet	308-503 (103) D

To the student:

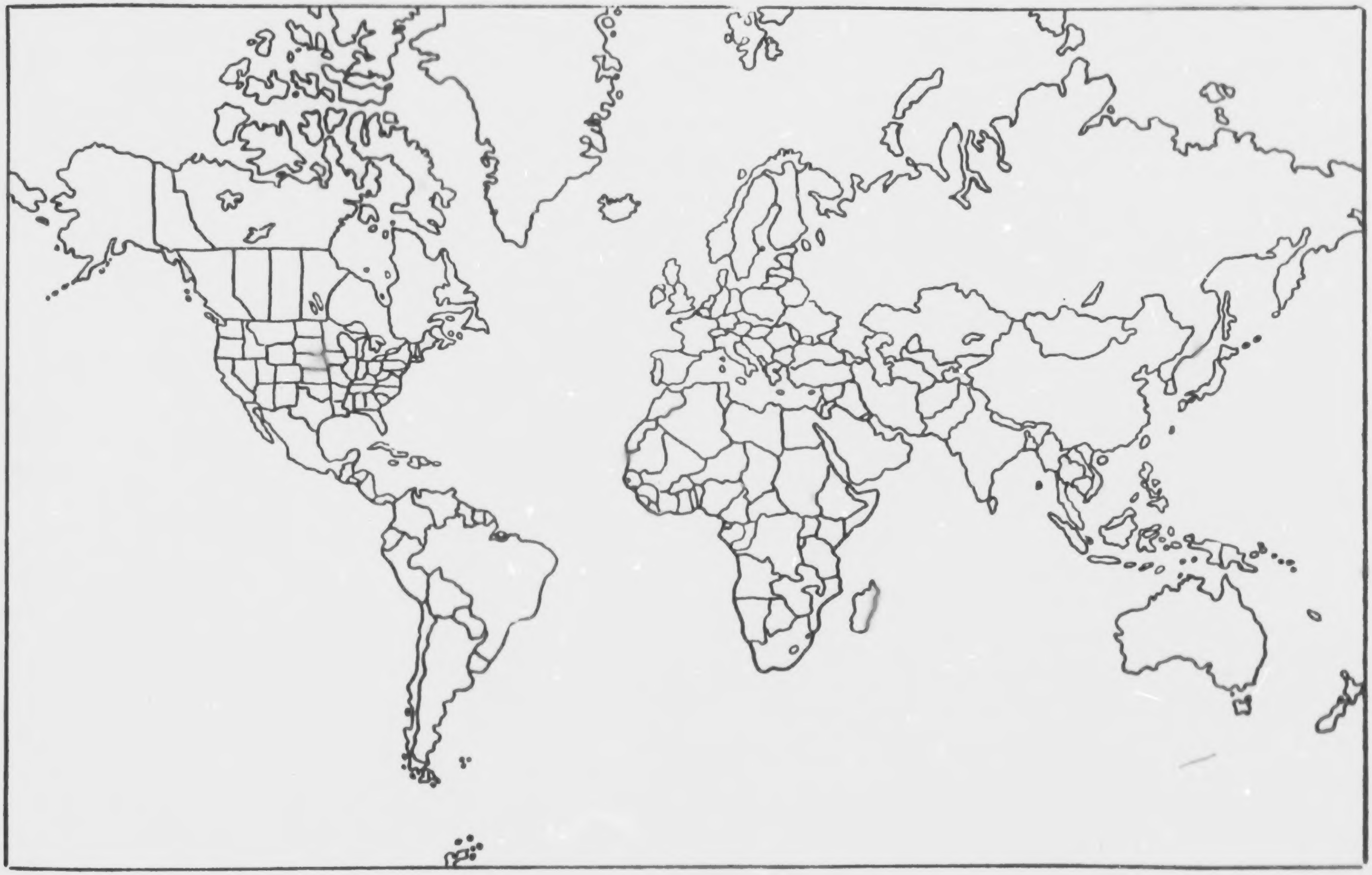
Read the Student Information Sheet, and trace the routes of the explorers on the World Study map.

1. From the explorers mentioned in the Student Information Sheet, list the three men that you feel made the most important contributions to knowledge about the world.

2. Write a paragraph about each of the men you listed. On a separate piece of paper, tell what each one did and why you think what each one did was especially important.

3. When you have finished, put your papers in the place designated by your teacher.

WORLD STUDY MAP



The students will evaluate the social, economic and political motivations influencing colonization of and immigration to America. (106) (V)

Secondary Social Studies Social Motivations for

TITLE: Immigration to North America

TOPIC: History

TIME SEGMENT: 35 minutes

508-504 (102)

D

INSTRUCTIONAL OBJECTIVE:

Students will evaluate the social, economic, and political motivations influencing colonization of and immigration to America.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Texts, encyclopedias, and other related material

EVALUATION:

The student will be able to accurately evaluate the social motivations influencing colonization of and immigration to America.

ADAPTATIONS:

Individual or group assignments could be made to illustrate and label a chart or mural showing a specific colony, who the settlers were, and what social motivations there were for immigrating.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets as needed.
2. Before this activity is assigned, provide background through selected reading and discussion.

Skills:

308-853
308-877

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies Social Motivations TITLE: for Immigration to North America	TOPIC: History	Student Information Sheet	308-504 (10b) D

The eastern coast of North America was colonized for a variety of reasons. Jamestown, the first permanent colony, was established by a group of investors as a money making proposition. However, many of the colonies in what is now New England were founded for religious reasons.

Since Henry VIII hadbroken England's ties with the Catholic Church, there had been great religious strife in that small island. Most of the people followed the King and became members of the Church of England. A smaller group remained Catholics and worked to reunite England with Rome. Still others felt the Church of England would be perfect if a few practices were changed. This group, who sought to "purify" the church from within, were called Puritans. Still another group wanted to detach themselves from the church completely. These people were called Separatists.

All citizens of England were expected to attend the Church of England and to pay money for its support. If people failed to do these things, they were threatened with jail or even execution.

The Pilgrims were a group who could not, in good conscience, be loyal to the Church of England. They moved for a time to Holland, and finally, in 1620, they immigrated to America and founded the colony at Plymouth, where they could be free to worship God as they chose.

A few years later, Charles I replaced James as King of England, and persecution of the Puritans became intense. A group of Puritans traveled to Massachusetts Bay where they established towns that were to be "filled with the virtuous". Thousands of Puritans, many with excellant educations, crossed the ocean over the next twelve years, to settle in the Massachusetts Bay Colony.

Rhode Island was colonized by Roger Williams, a young minister whose views differed from those of the leaders of the Massachusetts Bay Colony. Williams and a group of his followers left the colony and made their home in Rhode Island, making it the first place in America where true religious freedom was permitted.

The colony, in what is now Maryland, was started by George Calvert, the first Lord of Baltimore, as a haven for Catholics who were being persecuted by people in England. The colony was successful from the start, and its prosperity attracted people of many religions. Soon there were more Protestants in Maryland than there were Catholics.

The Quakers were one of the last large groups to come to America in search of religious freedom. Quakers believed each person was guided by an "inner light". They felt no need for organized religion. In Quaker services, anyone could preach. Of course, Quakers experienced much persecution in England. Even those Quakers who had come to

America were treated badly. Quakers loved peace and believed war was against the teachings of God. These gentle people would not fight back when persecuted.

At last, a wealthy Quaker named William Penn collected a royal debt owed his father by Charles II. The King gave Penn a large tract of land between New York and Maryland. Penn invited Quakers, and all seeking religious freedom to Pennsylvania. As a result, hundreds immigrated to the new colony. Scotch-Irish Presbyterians, German Mennonites, and thousands of people from Finland, Holland, and Sweden flocked to that colony.

Penn recognized that the colony would not prosper without a seaport, so he obtained what is now the state of Delaware from the King. In both Pennsylvania and Delaware, there was a separation of church and government, and all people were allowed to worship God as they chose.

The area we know as Georgia was settled as a refuge for Englishmen held in debtor's prison. In those days, if a person owed money, he had to pay or be put in prison till the debt was paid. In prison, of course, the man could earn no money, so unless a friend could pay off the debt, a good, honest man could spend his whole life in prison. The prisons of that time were dreadful, filled with disease and starvation and cruelty. James Ogelthorpe established Georgia as a haven for debtors. He organized a fund to pay the debts. Then he established the men in a colony giving them land on which to farm. Since the colony welcomed Protestants, many Europeans seeking religious freedom joined the former prisoners in the communities.

Secondary Social Studies TITLE: Social Motivations for Immigration to North America	TOPIC: History	Student Activity Sheet	308-504 (106) D

To the student:

1. From your reading and class discussion, you should have a good understanding of social, economic, and political motivations influencing colonization of and immigration to America.
2. Read the Student Information Sheet.
3. Complete the chart below by writing in the appropriate rectangle the group that settled each listed colony, and the social (having to do with the relationships of human beings) reasons for the establishment of that colony.
4. Put your completed paper in the place designated by your teacher.

COLONY	SETTLERS	SOCIAL MOTIVATIONS FOR IMMIGRATING
Plymouth		
Massachusetts Bay		
Rhode Island		
Maryland		

Secondary Social Studies TITLE: Social Motivations for Immigration to North America	TOPIC: History	Student Activity Sheet	308-504 (106) D

COLONY	SETTLERS	SOCIAL MOTIVATIONS FOR IMMIGRATING
Pennsylvania		
Georgia		

The students will analyze the nature, background, and development of colonial society. (103) (V)

Secondary Social Studies

TITLE: The Development of Colonial Society

TOPIC: History

TIME SEGMENT: 40-45 minutes

308-505 (103)

D

INSTRUCTIONAL OBJECTIVE:

Students will analyze the nature, background and development of colonial society.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters Included)
Crossword Key

EVALUATION:

The student will correctly complete the crossword puzzle identifying the nature, background, and development of colonial society.

ADAPTATIONS:

Student materials can be used in a learning center format and provide resource for extra credit.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students.

2. Before this activity is assigned, an adequate background should be established through selected reading and class discussion.

Skills:

308-877

Evaluation and Comments on Activity:

Students:

Teacher:

Secondary Social Studies TITLE: The Development of Colonial Society	TOPIC: History	Student Information Sheet	308-505 (103) D

By the early 1600's, England was ripe for colonial expansion to North America. The switch of the large land holders from farming to sheep raising caused an influx of jobless farmers upon the cities. These once proud men viewed immigration to the New World as a way to support their families, or as a means by which they could seek their fortunes.

In addition, the rise of the middle class provided men of ambition and wealth, who had the vision, to attempt to establish colonies. Thirdly, folowing the break between Henry VIII and the Catholic Church, great religious unrest swept England. Some groups, Puritans, worked to purify the ills of the Church of England by working from within the organization. Others wished to separate themselves completely from the Church and established a religion that satisfied their needs. These prople were called Separatists. There were some who chose to defy the crown and remain loyal to the Catholic Church. All three of these groups were subject to persecution by the state church, and were searching for a place where they could find freedom of religion and still maintain their allegiance to England.

As with Jamestown, the first permanent colony in North America, the colonies of Virginia and the Carolinas were established by men who wanted to earn profits on their investments. These colonies produced things that were sent to England to be sold. At first, shingles and other such items were made, but they did not bring a high enough profit, and the colonies did not prosper. The Indians introduced explorers to the use of tobacco. Soon the use of tobacco became popular among the English, and as a result, brought a good price in the market place. Large grants of lands were obtained by wealthy Englishmen. Manpower was needed to cultivate these lands and care for the tobacco that was raised there. Soon Dutch traders brought Negro slaves to North America. This turn of events gave the landowners a source of large amounts of cheap labor, and the plantations of the South were begun.

The colonies of Plymouth and Massachusetts Bay, to the north, were of a completely different nature. These communities had been founded by Pilgrims and Puritans. Hard work and sober, serious behavior were characteristic of these communities. In Plymouth, most of the people were farmers and laborers, but in the Massachusetts Bay colony, many of the men were highly educated.

Although these people had left England to find a life without religious persecution, they did not grant this right to colonists who did not share their beliefs. As a result, a group of colonists lead by Thomas Hooker left the main body of Massachusetts Bay Colony and founded a settlement in Connecticut. Roger Williams was driven from Massachusetts Bay for his beliefs and established a colony in Rhode Island that for many years guaranteed freedom of religion to all.

Secondary Social Studies TITLE: The Development of Colonial Society	TOPIC: History	Student Information Sheet	308-505 (103) D

The first Lord of Baltimore, seeing the trials endured by those who clung to the Catholic religion in England, obtained some land in what is now Maryland, as a place for persecuted Catholics. While he lived, Catholics in Maryland lived in peace, but bigotry crept in. Eventually, the colonies charter was taken over by the King of England. This fact meant that the governor of the colony was chosen by the King. Finally, Maryland held more Protestants than Catholics.

William Penn belonged to the Society of Friends (Quakers). This group, too, suffered because of its beliefs. Quakers believed that all men were brothers, that each person was guided by an inner light, and that fighting was wrong. Quakers hated war and would not fight, even to defend themselves.

William Penn devised a scheme to help the Quakers. He collected an old debt from the King of England. Penn secured a grant for what are now the states of Pennsylvania and Delaware and set up a colony that guaranteed religious freedom for all. The church and the government were two separate bodies.

Penn established the city of Philadelphis (City of Brotherly Love) and laid it out with streets that met at right angles. Such a well-planned city was unusual at that early time.

Because of the fact that in Pennsylvania freedom of worship was considered a right, thousands of Protestants from Germany, Finland, Sweden, and Scotland immigrated to Pennsylvania. For many years, Pennsylvania was a peaceful colony. The Indians and the settlers got along well, because the settlers treated the native Americans fairly. After Penn's death, however, selfishness crept in. Since the Quakers were pacifists, the government was eventually taken over by non-Quakers. Mistreatment brought trouble with the Indians. Soon Pennsylvania became much like any of the other New England colonies.

Georgia, which started out as a haven for debtors from England, soon became caught up in the lifestyle of its neighboring colonies. Oglethorpe, Georgia's founder, had envisioned an equitable distribution of land. However, the settlers saw the riches to be gained on the huge plantations of Virginia and the Carolinas, and slavery eventually became the way of life in Georgia also. The humanitarian experiment as seen by James Oglethorpe was not able to survive.

To the student:

1. From your reading and from class discussion, you should have a good understanding of the nature, background, and development of colonial society.

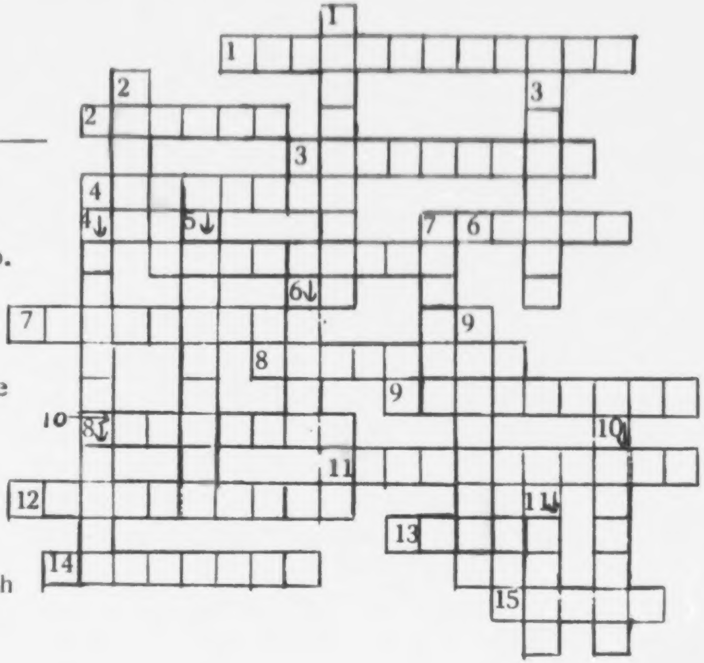
2. Read the Student Information Sheet, paying special attention to what happened to the colonists after arriving in North America.

3. Complete the crossword puzzle on the following page.

4. When you have finished, put your paper in the place designated by your teacher.

Secondary Social Studies TITLE: The Development of Colonial Society	TOPIC: History	Student Activity Sheet	308-505 (103) D

Directions: Complete the crossword puzzle by filling in the blanks in the sentences below.



ACROSS

1. Those who wanted to separate themselves from the Church of England were called ______________.
2. James Oglethorpe envisioned the Colony of Georgia as a ____________ for Englishmen imprisoned for debt.
3. The colony of ______________ was established as a place where English Catholics could live in peace.
4. The colony of Virginia found _____________ to be a profitable crop.
5. Those who wanted to "purify" the Church of England from within were called ________________.
6. After Henry VIII severed connections with the Pope, some Catholics chose to ____________ the King and continued to practice their religion.
7. The ________________ colonies were established by men who wanted to make a profit.
8. Roger Williams was forced to leave Massachusetts Bay because of his _______________.
9. A rise in the middle class in England ______________men of wealth and ambition who could start colonies.
10. Another name for Quakers was the Society of ____________.
11. In the Plymouth Colony, church and ____________ were combined
12. _______________ was England's first permanent colony in the New World.
13. Philadelphia is known as "the City of Brotherly _________".
14. In England, in the 1600's ______________ could spend their whole lives in prison.
15. The Virginia Colony ________________ the things they produced to England.

DOWN

1. The ______________ colony was made up mostly of farmers and laborers.
2. Quakers were known for their ______________ of war and fighting.
3. England's break with the Catholic Church brought great religious ________________ to that country.
4. The ___________________trade helped provide labor for the southern plantations.
5. ________________________ were hard working and sober people.

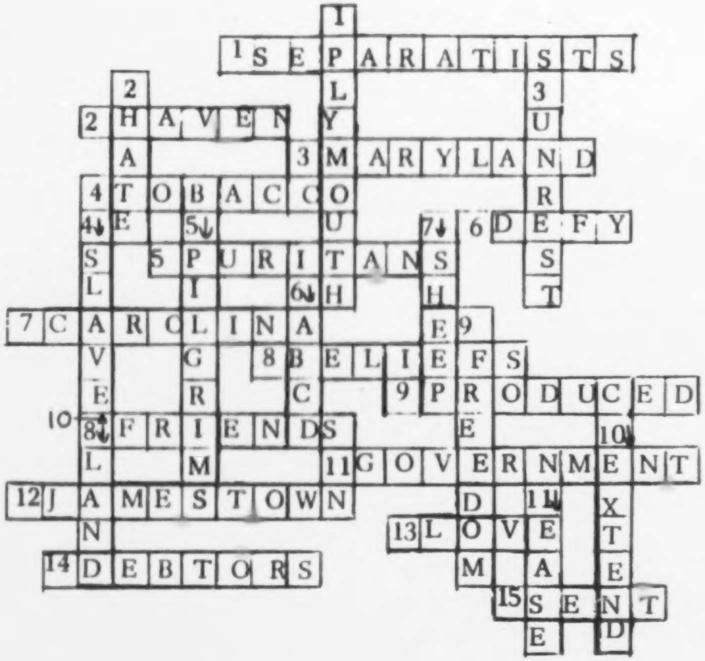
Secondary Social Studies TITLE: The Development of Colonial Society	TOPIC: History	Student Activity Sheet	308-505 (103) D

DOWN (continued)

6. The first four letters of the alphabet are ______________.
7. The switch from farming to __________ raising caused widespread unemployment in England.
8. William Penn believed the __________ belonged to the Indians, so he paid them fair prices.
9. In Pennsylvania, everyone was guaranteed ______________ of religion.
10. It is interesting that the Pilgrims and Puritans came to the New World to gain religious freedom but did not __________ that same freedom to others.
11. Because Quakers would not bear arms, non-Quakers were able to ___________ them out of positions in Pennsylvania's government.

Secondary Social Studies TITLE: The Development of Colonial Society	TOPIC: History	Student Activity Sheet	308-505 (103) D

Crossword Puzzle Key:


1 SEPARATISTS
2 HAVEN
3 MARYLAND
4 TOBACCO
5 PURITANS
6 DEFY
7 CAROLINA
8 BELIEFS
9 PRODUCED
10 FRIENDS
11 GOVERNMENT
12 JAMESTOWN
13 LOVE
14 DEBTORS
15 SENT
1 IPLYMOUTH
2 HATE
3 UNREST
4 SLAVE
5 PILGRIM
6 ABC
7 SHEEP
8 LAND
9 FREEDOM
10 EXTEND
11 LEASE

The students will describe the origin of American ideals, the concepts of liberty, freedom, and the early events which set the stage for the Revolutionary War. (412) (V)

Secondary Social Studies

TITLE: American Ideals and Freedom

TOPIC: History

TIME SEGMENT: 3 days

508-566 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the origin of American ideals, the concepts of liberty, freedom, and the early events which set the stage for the Revolutionary War.

MATERIALS:

Student Information Sheet
Student Activity Sheet
Texts, encyclopedias, etc.

EVALUATION:

The students will be able to accurately describe the origin of American ideals, the concepts of liberty, freedom, and the early events which set the stage for the Revolutionary War.

ADAPTATIONS:

The teacher could use these materials in a learning center.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students.

2. Through selected reading and class discussion, provide the students with a good background in the origin of American ideals, the concepts of liberty, freedom and the early events which set the stage for the Revolutionary War.

3. In the establishment of background, you may wish to invite someone who has lived abroad to talk to the class about freedom in other countries.

4. If the activity chosen by a student involved a presentation or a discussion with the class, allow time for them.

Skills:

308-801
308-826
308-850
308-851
308-853
308-877

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: American Ideals and Freedom	TOPIC: History	Student Information Sheet	308-506 (103) D

The American Revolution was the result of many factors. John Adams, a major figure in the war, once wrote, "But what do we mean by the American Revolution? Do we mean the American War? The revolution was affected before the war commenced. The revolution was in the minds and hearts of the people."

Some of the following ideas will explain what Adams meant. Land in the New World was very abundant. In Europe, land was scarce. Even the poorest people in America had the chance to have some land. The people themselves were somewhat unique. Most of those who came to America were here for a purpose. Deserters, adventurers, money seekers, and the poor came. For example, Maryland was a religious refuge for Catholics. Pennsylvania was a sanctuary for Quakers. Jamestown was settled by money seekers. The Puritans of Massachusetts were another religious group. While most of these settlers were English, some were not. These minorities wanted their rights protected.

Political ideas of the time also affected the war. Thomas Paine was British-born. He wrote a pamphlet called Common Sense which contained major ideas. One of these ideas was that in America, law was king. Having a monarch was against Paine's beliefs. Paine was representative of many thinkers of the time. They thought that people had individual rights. They believed in individual freedom. Many of the ideas of the Enlightenment, a school of thought, affected Paine and others.

The diversity of people, political ideas, and opportunities in America, such as ability to own land, were significant. These factors, along with others, caused the American Revolution.

There were also some events which brought about the war. The British Empire was large. It was hard for the British to govern their American colonies across an ocean. Because of Indian problems and their need to maintain their empire, the British kept soldiers in America. This was terribly expensive. To help pay the cost, the British passed the Stamp Act in 1765. This act required that the colonists pay for a stamp on all pamphlets, newspapers, and legal documents.

The colonists reacted negatively to this tax. Patrick Henry called out in the Virginia House of Burgesses, "Taxation without representation is tyranny!" He meant that the colonies had no representatives in the British Parliment. The Americans were unhappy to be taxed without having a spokesman.

A number of other taxation acts followed. The British sent troops into Boston, center of the rebellion. On March 5, 1770, the Boston Massacre occurred. Bostonians threw rocks at British soldiers and taunted them.

The soldiers fired into the crowd and killed five citizens. The colonial rebels called the British "bloody butchers." This incident added much fuel to the colonial fire.

The Tea Act was the final match to the fire. Bostonians held their famous Tea Party December 17, 1773. Over $50,000 worth of tea was destroyed. The British responded with more laws, called the Intolerable Acts by the colonials.

Secondary Social Studies TITLE: American Ideals and Freedom	TOPIC: History	Student Activity Sheet	308-506 (103) D

To the student:

1. From your reading and from class discussion, you should have a good understanding of the origin of the American ideals, the concepts of liberty, freedom and the early events which set the stage for the Revolutionary War.
2. Choose one of the following activities, and follow directions.
3. Any activity involving written work should be one page in length.
4. If you have a written activity, put your paper in the place designated by your teacher.

Activities

1. Do some research about John Locke. Write one page about his ideas. They had a big effect on American thinking.
2. Write two journal entries about the Boston Massacre. Write one from the point of view of a British soldier. Write the other from the point of view of a Bostonian.
3. Find out more about the Boston Massacre. Make a presentation to your class. Show them Paul Revere's political drawing of the massacre. Show them modern political cartoons. Discuss the difference between new and old political cartoons. Draw one of your own.
4. Why is liberty so important to Americans? Ask your family members and friends. Write down their ideas. Are their reasons the same as the colonials?
5. What are some American ideals? What does it mean to be an idealist? How do ideals affect what you do? Write an example of how your ideals influence what you do.

6. How do you think the idea of freedom has changed from the 1770's to the 1980's? Is it different for us than it was for John Adams? Discuss this with your class.

7. What did John Adams mean when he said the revolution was in the "minds and hearts of the people"? Can you think of any examples of that today? Do you ever make up your mind about something before you do it? What? Write down your ideas.

The students will analyze the beginnings and problems of the government of the United States (both foreign and domestic) from ratification of the Constitution to 1812. (103) (V)

Secondary Social Studies

TITLE: Financial Problems Beset the New Nation

TOPIC: History

TIME SEGMENT: 25 minutes

308-507 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will analyze the beginnings and problems of the government of the United States (both foreign and domestic) from ratification of the Constitution to 1812.

MATERIALS:

Student Information Sheet
Student Activity Sheet

EVALUATION:

Students will show through successful completion of the Student Activity Sheet that they are able to analyze the beginnings and problems of the government of the United States (both foreign and domestic) from ratification of the Constitution to 1812.

ADAPTATIONS:

This activity may be used as a basis for class discussion.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students.

2. Through selected reading and class discussion, the students should be given a background for this activity.

Skills:

308-877

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Financial Problems Beset the New Nation	TOPIC: History	Student Information Sheet	308-507 (103) D

In 1789, George Washington became the first president of the United States. The little country already had many problems to be solved, and Washington set about to find workable solutions to these problems.

One major problem that confronted the United States was its financial condition. The Revolutionary War had left the country with a national debt of about $75,000,000. Twenty-one million dollars was owed to France and Holland for their help in winning the war. Another $21,000,000 was owed by the individual states. Forty-four million dollars had been borrowed by the country from the citizens of the United States.

With such a large debt, the United States did not have good credit at home or among foreign countries. Since there were no funds available, the cost of running the government could not be paid. Some way had to be devised which would allow the country to pay back the money it owed. Also, some method of bringing in money had to be found.

The government, when Washington assumed office, had no cabinet, although Congress had the power to establish departments when the need arose.

One of the first departments to be formed was the Department of the Treasury, and the President appointed Alexander Hamilton to be its secretary. Hamilton, who believed in a strong central government, went to work immediately, to set up a plan that would reduce the amount of money owed by the country and provide revenues for its operation.

Hamilton was in favor of seeing that the government was responsible for repaying all the money that was owed. Not all people felt as he did, however. All seemed to agree that the debts to foreign countries should be repaid, but about the money owed to United States citizens, there was not the same agreement. Many of the bonds issued by the government and bought by the citizens had been sold to speculators (people who buy or sell at great risk hoping for large profits) for a fraction of their original worth. Many felt that these speculators should not be paid full value for the bonds. Such a move would allow those people to make great profits.

Hamilton argued that full value should be paid. Washington backed this opinion, and the measure was passed.

The debts of the individual states were a source of disagreement also. Some states, including Virginia, had made great headway in paying off their indebtedness. Other states had made little or no effort. It was argued that it was unjust for the federal government to assume responsibility for the states' debts, and thereby force some states to pay for the debts of others as well as for their own.

Hamilton could not get the Assumption Bill to pass in Congress. Finally, he worked out a compromise with Virginia. If that state would vote for the country to assume the debts of the states, Hamilton promised that the national capitol would be located on the Potomac River, and location which Virginia favored.

Now that the country was in agreement as to which debts would be repaid and by whom, Hamilton suggested that the debt be "funded". This term meant that the bonds, which were short term (matured in a short period of time) would be called in and replaced with long term bonds for the same face value, and that the government would promise to pay interest on the bonds regularly.

Through Hamilton's efforts, Congress chartered a national bank. With this bank, came the use of a uniform currency throughout the country. In addition, the United States was now able to borrow from the bank when necessary, promising to repay with expected taxes. Also, checks could be used to transfer money. Until that time, when it was necessary to transfer money, gold would have to be transported from one place to another.

Finally, Hamilton had Congress set up an excise tax (a tax imposed on products manufactured and consumed within the country) on whisky and increase the duty on many imported goods. These taxes were then used to provide the money needed for operating the government.

Within a few years, Hamilton's financial program proved its worth. The United States had ample money, and its credit at home and abroad was in fine shape. Hamilton had succeded in solving one of the greatest problems facing the new country.

Secondary Social Studies TITLE: Financial Problems Beset the New Nation	TOPIC: History	Student Activity Sheet	508-507 (103) D

To the student:

1. From your reading and from class discussion, you should have a good understanding of some of the foreign and domestic problems of the United States government from the ratification of the Constitution to 1812.
2. Read the Student Information Sheet.
3. On a separate piece of paper, answer the following questions. Use complete sentences or paragraphs.
4. When you have finished, put your paper in the place designated by your teacher.

1. Because the Revolutionary War was expensive, the country owed a large amount of money. To whom was most of the money owed?
2. From what sources could the country get money at the beginning of George Washington's first term in office?
3. How was Hamilton's belief in a strong central government reflected in his plan to improve the nation's financial position?
4. Why would Virginia be paying twice if the government assumed the indebtedness of the state?
5. What is one difference between excise tax and duty?

The students will chart the early development of American foreign policy from the ratification of the Constitution to the War 1812. (102) (I)

Secondary Social Studies

TITLE: American Foreign Policy is Born

TOPIC: History

TIME SEGMENT: 2 class periods

308-508 (102)

D

INSTRUCTIONAL OBJECTIVE:

Students will chart the early development of American foreign policy from the ratification of the Constitution to the War of 1812.

MATERIALS:

Student Information Sheets Pages 1-4
Student Activity Sheets Pages 1-3
(Masters included)
Texts, encyclopedias, etc.

EVALUATION:

Students will respond to the teacher's satisfaction on a written activity sheet showing their ability to chart the early development of American foreign policy from the ratification of the Constitution to the War of 1812.

ADAPTATIONS:

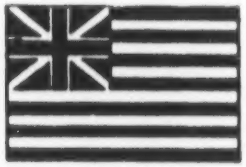
This activity may be adapted to a class discussion, by drawing an enlarged version of the activity sheet grid on the board and having students chart the incidents as they are discovered and discussed.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets as needed.

2. Before this activity is assigned, provide an adequate background for it through selected reading and class discussion.



Skills:

309-851
309-875

Evaluation and Comments on Activity:

Students: ____

____

____

Teacher: ____

____

____

Secondary Social Studies TITLE: American Foreign Policy is Born	TOPIC: History	Student Information Sheet Page 1	308-508 (102) D

When the thirteen colonies became the United States of America, their chances of surviving as an independent nation were slim. On the northern boundary was Canada. England still had fur trading posts and even military troops within the boundaries of the United States.

Spain was on the southern boundary and owned the territory across the Mississippi from the United States. Since the Mississippi was the only way inland states could get their products to the world market, it was important that they have free access to the river and to an ocean port. However, in 1789, when Washington was inaugurated as president, Spain was not interested in granting that free access. Barges and ships were waylaid, and goods waiting on the docks at New Orleans for ships that would take them to Europe were charged duty. This duty reduced profits or took them away completely. The United States had tried to negotiate with both Spain and England, but the new nation was too weak to back up any of its demands, and the countries continued to take advantage of it.

The other European nations looked with distain at the little country. They expected that the experiment in democracy would fail. Even France, who had been an ally during the war with England wanted to dominate the United States, so hoped to be able to keep the country weak.

To make matters worse, the countries on the coast of Africa made their money through piracy. For centuries, the Barbary states of Morocco, Algeria, Tunis, and Tripoli had demanded and received tribute in return for safe passage in the Mediterranean. Now American trading vessels bound for Mediterranean ports were stopped by these pirates; cargo was stolen, and passengers were held for ransom.

The French Revolution began in 1789. Although an ocean separated them, Americans felt a strong kinship to the country who was fighting for its freedom, as they had done so recently. News of the triumphs of the people was cheered and celebrated in the United States. However, when stories of the executions of the nobility reached the country, some of the United States enthusiasm waned. Then, when Napoleon made known his ambition to create a world empire and declared war with England in 1793, the mood changed further. Loyalty in the United States was sharply divided between England and France. Government officials exerted their influence to try to prevent official support to one country or the other.

Washington knew that becoming involved in a world conflict could cause the destruction of the country. He was determined that the United States would not take sides, so declared it a neutral nation and continued to carry on trade with both countries.

Unfortunately, both France and England had naval forces stronger than the United States. Since the two were at war, each made every effort to interrupt America's trade with the other. England set up blockades just outside of American ports. Both England and France boarded United States' ships on the high seas and confiscated goods. In addition, England claimed the right to take sailors off American ships and force them to serve in their navy. Again, the new country was too weak to enforce its protests or defend itself.

By 1794, feeling against England was very strong. Some people were talking about war. Such a war would have been disasterous, as President Washington well knew. For this reason, he sent John Jay, the Chief Justice of the Supreme Court, to England to try to work out some sort of agreement. Until Jay's visit, England had refused to make treaties with the United States, who, they said, had not lived up to agreements made at the end of the Revolutionary War. This time, Jay was able to gain England's word that it would withdraw its fur trading posts and forts from United States' territory, although it would not agree to stop its interference with United States' shipping.

The treaty was, at best, weak, but it served a very important purpose, just the same. The concessions made by England cooled, somewhat, the feelings of the American people, and war with that strong country was postponed for a few more years. In the meantime, the new country was growing stronger. An added and unexpected benefit of the treaty with England was a reversal in Spain's position. Possibly fearing a close association between England and the United States, Spain decided it had better make some concessions to the new country. Also, accordingly, it granted American free use of the Mississippi and removed the duty on goods deposited at the port of New Orleans.

In 1797, a new president, John Adams, began his term in office. In his farewell address, George Washington had advised short term agreements with foreign powers and had cautioned abainst long term alliances. Washington and Adams both felt that the United States stood a better chance of developing its potential without hindrance from outside influences.

Adams inherited some old problems with his office and ran into some new ones as well. France and England were still at war, and both countries were still stopping American ships and conficating food and supplies. Charles Pinckney had been sent as the United States ambassador to France, but the government there had refused to recognize him. When Adams heard that Pinckney had been asked to leave, he sent two other men, hoping that the combined envoy would be able to exert more influence and perhaps persuade France to stop hindering United States' shipping.

Tallyrand, the French Secretary of Foreign Affairs was extremely rude. He would not meet with the Americans.

He sent go-betweens instead. These go-betweens, (labeled X, Y, and Z in dispatches from President Adams) brought word that Tallyrand would see them only if they first gave him a personal gift of $240,000 and granted a large loan to France. The three men replied, "No, not a sixpence," and immediately left the country.

Now some in this country were ready to go to war with France! The whole nation felt the insult, and as a result, began to think as a nation instead of as separate groups. The slogan, "Millions for defense, but not one cent of tribute", became the popular saying.

Following the XYZ incident, Congress was more determined than ever to protect the nation's rights on the high seas. They readied their small navy, and for two years, from 1798 to 1800, fought an undeclared naval war with France, during which, 85 French ships were taken by the Americans.

In 1801, Thomas Jefferson took office as the third president of the United States. Early in his administration, he deemed the United States Navy strong enough to do something about the crimes of the Barbary Pirates. Before anything could be done, however, the ruler of Tripoli declared war on the United States. Jefferson sent a squadron of warships to the Mediterranean. There, for four years, the United States Navy battled the pirates of Tripoli, making a good reputation for themselves, despite their small number. At the end of the four year period, Tripoli agreed to stop their interference with shipping. The war showed the heads of the other Barbary states that the United States meant business, and although tribute was paid to them for the next twelve years, the amount demanded was reduced.

In 1800, Napoleon had been successful in talking the King of Spain into giving Louisiana back to France. The deal was kept secret for tome time, but when Jefferson heard of the agreement, he was very concerned. Napoleon, he knew, had dreams of world conquest. If France took over Louisiana, which extended from Canada to Texas and far into the western part of the continent, western expansion of the United States would be stopped. In addition, there would be a constant threat of attack by France.

Then in 1802, Spain broke its treaty of 1795, and reinstituted the duty on goods passing through New Orleans. There were rumors that Napoleon had been behind this move also. Understandably, Americans on the western frontier were upset by the change. They were afraid that France would close the Mississippi to Americans and thus destroy their economy.

Jefferson did not want war. He had sent Robert Livingston to tell Napoleon that if France took possession of Louisiana, and especially New Orleans, it would mean the end of French and American friendship and an attempt by the United

States to form an alliance with England. Now, after Spain's actions, he sent Monroe to see if he and Livingston together could persuade Napoleon to sell the United States a strip of land near the mouth of the Mississippi that could be used as an American port.

Secondary Social Studies TITLE: American Foreign Policy is Born	TOPIC: History	Student Activity Sheet Page 1	308-508 (102) D

To the student:

1. From your reading and class discussion, you should have an understanding of the early development of American foreign policy from the ratification of the Constitution to the War of 1812.
2. Read the Student Information Sheets.
3. Fill in the significant incidents that occured between the United States and the countries listed below, during the years indicated in the left hand column.

Years	ENGLAND	FRANCE	SPAIN	BARBARY COAST
1789, Constitution ratified				
1793				

Secondary Social Studies TITLE: American Foreign Policy is Born	TOPIC: History	Student Activity Sheet Page 2	308-508 (102) D

Years	ENGLAND	FRANCE	SPAIN	BARBARY COAST
1794-95				
1797-1800				
1801-05				

Secondary Social Studies TITLE: American Foreign Policy is Born	TOPIC: History	Student Activity Sheet Page 3	308-508 (102) D

Years	ENGLAND	FRANCE	SPAIN	BARBARY COAST
1810				
1812				

4. When you have finished, put your completed activity in the place designated by your teacher.

The students will explain what nationalism means and describe how it developed in the early 1800's. (115) (V)

Secondary Social Studies TITLE: A Spirit of Nationalism Overtakes the New Country	TOPIC: History TIME SEGMENT: 25 minutes	308-509 (115) D

INSTRUCTIONAL OBJECTIVE:

Students will explain what nationalism means and describe how it developed in the early 1800's.

MATERIALS:

Student Information Sheets Pages 1,2
Student Activity Sheet (Masters included)
Texts, encyclopedias, etc.

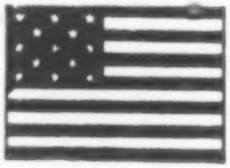
EVALUATION:

Completion of the student worksheet by the student will indicate students' ability to explain the meaning of nationalism and to describe its development in the early 1800's.

ADAPTATIONS:

The teacher shall feel free to adapt this activity to the needs of the class.

PROCEDURE:



Skills:

309-853
309-876

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies A Spirit of TITLE: Nationalism Overtakes the New Country	TOPIC: History	Student Information Sheet Page 1	308-509 (11[illegible]) D

Until the early 1800's, citizens of the United States had thought of themselves as owing loyalty to their individual states, rather than to the country as a whole. After the War of 1812, a spirit of unity and nationalism spread throughout the land. This nationalism, which is a feeling of loyalty and devotion to an entire country, was caused by several things. It had had its beginnings in 1801 during the XYZ Affair when the United States ambassador was refused recognition by the government of France. United States citizens felt the incident was an insult to each one personally.

The Chesapeake incident that occurred in 1811, just before the outbreak of the war had helped to bring a spirit of nationalism also. The Little Belt, a British ship had fired on the U.S.S. Chesapeake when it was just ten miles off the coast of Virginia. The United States ship had done nothing to provoke the attack which ended in the Chesapeake being boarded and losing four seamen to the British Navy. Again, for perhaps the second time in the short history of the United States, most Americans felt as if they, personally, had been injured.

The War of 1812, itself, helped develop a feeling of nationalism in the country. The victories and defeats that occurred caused elation or sadness for all. In addition, the war had shown that a stronger army and navy which was possible only with a stronger national government was essential for adequate defense. During the war, also, the charter of the first Bank of the United States had expired. States had begun printing their own paper money. A variety of money carrying a variety of values made commerce between the states all but impossible.

Congress was united in its recognition of a national bank and in 1816, passed the bill that would allow the charter of the Second Bank of the United States. Having money in common helped people think of themselves as citizens of the nation rather than of a region or a state.

The movement west, which began in about 1815, also increased nationalism in America. People, as they transplanted their lives to the frontier, could no longer think of themselves as Bostonians or New Yorkers. As they pioneered in the frontier territory, they saw themselves and those they met as Americans.

Improved transportation helped the growth of nationalism. Roads were built. The Cumberland Road joined the eastern states with the land west of the Applachians. The Erie Canal was dug and provided a waterway from the Great Lakes to New York. Robert Fulton developed his steamboat which sped river transportation. Within a very few years, large numbers of steamboats were carrying both people and cargo through the network of United States rivers.

Secondary Social Studies A Spirit of TITLE: Nationalism Overtakes the New Country	TOPIC: History	Student Information Sheet Page 2	308-509 (115) D

With improved transportation, more and more people moved to or visited different places and got to know their country. This movement and the resulting broadening of the horizons of the settlers helped build an appreciation of and a loyalty to the United States.

Secondary Social Studies A Spirit of TITLE: Nationalism Overtakes the New Country	TOPIC: History	Student Activity Sheet	308-509 (115) D

To the student:

1. From your reading and from class discussion, you should understand what nationalism means and know how it developed in the early 1800's.
2. Read the Student Information Sheet.
3. On a separate piece of paper, write the answers to the questions below.
4. When you have finished, put your completed paper in the place designated by your teacher.

****

1. A good definition of the word nationalism is ____.

2. Below are some names that figured in the surge of nationalism that spread through the United States during the early 1800's. Tell why each name was a factor at that time.

   a. Little Belt
   b. Second Bank of the United States
   c. frontier territory
   d. XYZ Affair
   e. Cumberland Road
   f. Robert Fulton
   g. War of 1812

The students will appraise how nationalism of the early 1800's was reflected in the art and literature of the period. (708) (V)

Secondary Social Studies

TITLE: Nationalism in Literature

TOPIC: History

TIME SEGMENT: 30 minutes

308-510 (708)

D

INSTRUCTIONAL OBJECTIVE:

Students will appraise how nationalism of the early 1800's was reflected in the art and literature of the period.

MATERIALS:

Student Information Sheet	Pages 1, 2
Student Activity Sheet	(Masters included)
Pen/pencil and paper	

EVALUATION:

By completing the activity sheet correctly, students will demonstrate their ability to appraise the reflection of nationalism in the literature of the early 1800's.

ADAPTATIONS:

The teacher may adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. The students should establish a background for this activity through reading in textbooks and other available resources and through classroom discussions.

2. Duplicate enough Student Information Sheets and Student Activity Sheets as needed.

Skills:

308-853
308-856
308-876

Evaluation and Comments on Activity:

Students: ________________________________

____

____

Teacher: ________________________________

____

____

THE STAR-SPANGLED BANNER

Oh say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen thru the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream.
'Tis the staf-spangled banner, Oh long may it wave
O'er the land of the free and the home of the brave!

And where is that band, that so vauntingly swore,
That the havoc of war and the battle's confusion,
A home and a country shall leave us no more?
Their blood has washed out their foul footsteps' pollution,
No refuge could save the hireling and slave,
From the terror of flight or the gloom of the grave
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave!

Oh, thus be it ever when free men shall stand
Between their loved homes and the war's desolation!
Blest with victory and peace, may the heaven-rescued land
Praise the Power that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto; "In God is our trust!"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!

We all know the story of Francis Scott Key and how he came to write the poem which became our national athem. However, the story is rather inspiring and deserves to be told once again.

During the War of 1812, a man named William Beans was taken prisoner by the British and was held on a warship in Chesapeake Bay. Francis Scott Key, who was a lawyer, and another man were permitted, by President Madison, to contact the British and try to gain the release of Mr. Beans.

The two men boarded the warship on which the prisoner was kept and were able to secure his freedom. However, the English forces were about to begin a bombardment of Fort McHenry in an effort to capture the city of Baltimore which was guarded by the Chesapeake Bay. The British knew that if the three men were allowed to return to Baltimore they would tell the Americans of the plan. As a result, the three were forced to stay on board the warship during the bombardment which lasted all day and most of the night.

Francis Scott Key knew that Fort McHenry's defenses were not strong. He and his friends paced the deck of the warship all night. As the shells exploded, they caught glimpses of the American flag and knew that the United States was still holding the fort. Toward morning, the combardment stopped. Key wondered if the shelling had accomplished its purpose. He was afraid the fort had fallen into British hands.

As the sky grew brighter, the mist and haze were so thick that he could not tell who had won the battle. Then about 7:00 a.m., there was a break in the mist and Francis Scott Key saw his flag still flying above the fort. Key's heart was filled with emotion at the beautiful sight. He wanted to do something to express his feelings. He remembered an unfinished letter he'd been carrying in his pocket. He pulled out the paper and in a few minutes wrote most of the verses to the "Star-Spangled Banner".

Key finished the poem after he returned to the mainland. His brother-in-law suggested he put the words to an old English drinking song called "Anacreon in Heaven", which he did.

Americans were immediately taken with the song. It seemed to express how they felt about the flag. Familiarity with the song spread quickly. Within three months, it was sung by American forces at the battle of New Orleans.

Secondary Social Studies TITLE: Nationalism in Literature	TOPIC: History	Student Activity Sheet	308-510 (708) D

To the student:

1. Read the Student Information Sheet.

2. Read carefully the words to the "Star-Spangled Banner". Think about the circumstances under which it was written. Then answer the questions below.

3. When you have finished, put your paper in the place designated by your teacher.

****

1. Describe the happenings portrayed in the first stanza of the poem.

2. In your own words, tell what Key is describing in the second stanza of the poem.

3. List the words Key used to refer to the British forces. How do these words make you feel about that country?

4. List the words that are used to refer to America. What emotion do you feel when you see these words?

5. Why do you think Key used the term "heaven-rescued land"?

The students will evaluate the causes and outcomes of the war of 1812. (106) (V)

Secondary Social Studies

TITLE: Some Causes and Outcomes of the War of 1812

TOPIC: History

TIME SEGMENT: 40 minutes

08-511 (106)

D

INSTRUCTIONAL OBJECTIVE:

Students will evaluate the causes and outcomes of the War of 1812.

MATERIALS:

Student Information Sheet Pages 1, 2
Student Activity Sheet (masters included)
Texts, encyclopedias, etc.

EVALUATION:

Satisfactory completion of the student paper will indicate the student's ability to evaluate some of the causes and outcomes of the War of 1812.

ADAPTATIONS:

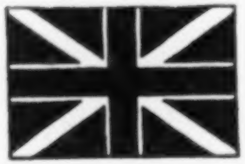
This activity could be used as the basis for a debate between two or more students, as a class presentation, or as a class discussion.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets as needed.

2. Through selected reading and class discussion, the students should be given a good understanding of the causes and outcomes of the War of 1812.



Skills:

309-853
309-875

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Some Causes and Outcomes of the War of 1812	TOPIC: History	Student Information Sheet Page 1	308-511 (106) D

The United States went to war with England in 1812 for a variety of reasons. For a number of years, England had been causing America many problems on the high seas. England and France were at war, and since the United States had declared its neutrality, it supposed it would be able to carry on business with both countries. Things did not work out that way, however. France stopped United States ships bound for England and English ships stopped shipping going to France.

Then, England went even farther. British officers began boarding United States ships and removing seamen who, they said, were British citizens. The United States was angered at this treatment from the British and many talked of the need for war.

Frontiersman in the northwestern and southern parts of the country wanted war, but for reasons other than the interruption of United States'shipping. For one thing, the Indians in these regions were causing disturbances. Some Americans claimed that the British were behind the Indian uprisings. They said that England was stirring up the Indians and supplying them with guns and rum.

Another reason these frontier prople wanted war was because they wanted to expand the borders of the United States to include Florida and Canada. Canada, they said, could be taken in a matter of weeks. The addition would bring in large profits in fur and provide more land for the settlers.

Most British, as well as most Americans did not want war. The British were tired from their long years of conflict with France. The United States was still too weak to support a major war. In the middle of June, 1812, the British Parliament gave into United States' demands. Unfortunately, communication without telegraph or telephone, was slow, and before news could reach the United States, Madison had given in to the War Hawks. He had found aggressive representatives from the frontier states and had declared war on England.

On the surface, the War of 1812 did not solve the problems for which it was fought. Spain still held Florida, and Candad belonged to Great Britain. England had made no commitments concerning the impressment of American sailors into the British Navy.

Still, the results of the war were far reaching. For one thing, the United States discovered it could stand on its own feet and did not have to be dependent on Europe. In the early months of the war, England had set up a naval blockade which had all but stopped United States' commerce with Europe. America was put in a position of having to make the things it needed. The country rose to the challenge, and manufacturing increased markedly.

The victories and defeats of the war had been felt by all; the outcome of which was a feeling of nationalism and unity. In addition, the need for a strong federal government was recognized. The feelings of nationalism and self-sufficiency combined to cause America to turn its back of Europe. The resulting policy of isolationism prevailed for the next century.

Another outcome of the War of 1812 was that the Indians, who had for the most part sided with the British, had suffered repeated defeats. Since the strength of the Indians had been permanently broken, settlement on the frontiers could now progress more rapidly than it had in the past.

SECONDARY SOCIAL STUDIES HISTORY INSTRUCTIONAL OBJECTIVE 308-512

The students discuss how westward expansion brought both progress and problems for the new nation. (101) (V)

Secondary Social Studies

TITLE: Problems of Expansion

TOPIC: History

TIME SEGMENT: 1 class period

308-512 (101)

D

INSTRUCTIONAL OBJECTIVE:

Students will discuss how westward expansion brought both progress and problems for the new nation.

MATERIALS:

Student Information Sheets	Pages 1,2
Student Activity Sheets	Pages 1,2

(Masters included)
Texts, encyclopedias, etc.

EVALUATION:

Satisfactory completion of the activity sheet by the students will demonstrate their ability to discuss one of the problems of expansion.

ADAPTATIONS:

This activity could be used as the basis of a mock debate between factions wanting Missouri to be admitted as a free state and those wanting an extension of slavery.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets as needed.
2. Through selected reading and class discussion, the students should have a background in westward expansion.

Skills:

309-855

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Problems of Expansion	TOPIC: History	Student Information Sheet Page 1	308-512 (101) D

One of the problems brought about by the westward expansion of the United States was the question of whether or not a state just coming into the Union should be a slave or a free state. There were many in the North who believed that slavery was morally wrong. Even in the South there had been talk in the 1700's of abolishing slavery. However, with the invention of the cotton gin came the enormous cotton plantations. These plantations were worked by hundreds, and in some cases, thousands of slaves. This situation, of course, brought a revival of the feeling in the South that slavery must be continued. In the North, however, anti-slavery feelings were as strong or stronger than ever.

In 1819, Missouri applied for admission to the Union as a slave state. As things stood at that time, there were an equal number of slave and free states. Although there was a balance of power in the Senate, the Northern states, being more heavily populated, had a greater number of representatives in Congress. Southerners were afraid that if Missouri were forced to be a free state, the North would have too much power.

The North, on the other hand, saw slavery growing in Arkansas territory and in Missouri. They feared that the whole area purchased from France (the Louisiana Purchase) would allow slavery, thus giving the southern faction permanent control of the federal government.

Many thought of the territory west of the Mississippi as a place where poor men could farm profitably. It was a fact that where slavery existed, poor people could not do well, because they could not compete with slave labor, and also because plantations took the most desirable farm land leaving the rest to the small farmers.

While the North thought that it was up to Congress to decide if a new state was to be free-soil or slave, Southerners felt just as strongly that it was up to the individual state to decide. Southerners were afraid that if the North got its way with new states, it would not be long before the rights of the older ones were in jeopardy.

The North claimed that Congress had the power to keep slavery out of the United States' territories. The South countered with the argument that since the territories were owned by all of the states in common, Southerners had as much right to move into these areas with their possessions (including their slaves) as did the North.

When the bill to admit Missouri as a slave state was introduced in the House of Representatives, General James Tallmadge presented an amendment. The amendment said that although Missouri, at present contained ten thousand slaves, no new slaves could be brought into the state, and all children born of slaves must be freed when they reached the age of twenty-five. The amendment passed in the House, but in the Senate, where each side had equal representation, it was rejected.

When Congress adjourned in March, it was at an impasse. Neither side would relent, and the question of statehood for Missouri was left in limbo.

Discussion, both heated and rational, went on all summer and fall. Feelings were running high. There were those who said the Union should be dissolved. Some said there should be war. Finally, near the end of 1819, Maine applied for admission as a free state. (Maine had been a part of Massachusetts, but had been separated from that state.) Since the balance of representation in the Senate could be preserved, there was a chance to break the stalemate. After long arguments, a compromise was finally found. Maine would become a free-state, Missouri a slave state, and within the remaining territory of the Louisiana Purchase, slavery would not extend north of the 36° 30' parallel. This parallel is roughly the northern boundary of North Carolina, Tennessee, and Arkansas. The bill was passed in 1820.

It may be wondered by some why the Southerners accepted a bill that assured four-fifths of the new territory would be free. The truth was that these legislators did not know very much about the country west of the Mississippi. The land that later became the wheat and corn belt of the nation was thought to be largely desert and, as such, unfit for cultivation.

Secondary Social Studies TITLE: Problems of Expansion	TOPIC: History	Student Activity Sheet Page 1	308-512 (101) D

To the student:

1. From your reading and class discussion, you should have an understanding of the westward expansion.
2. Read the Student Information Sheet.
3. Complete the chart below and on the following page as directed.
4. When you have finished, put your paper in the place designated by your teacher.

****

In the column on the left are questions that arose as a result of westward expansion of the United States. In many of these questions, the North and South were directly opposed. In the appropriate squares, write the positions of the North and the South to each of the questions.

PROBLEM	SOUTH	NORTH
1. Should the territory west of the Mississippi be open to the expansion of slavery?		

Secondary Social Studies TITLE: Problems of Expansion	TOPIC: History	Student Activity Sheet Page 2	308-512 (101) D

PROBLEM	SOUTH	NORTH
2. Who should determine whether a new state should be free-soil or slave?		
3. Should the children of slaves in the new states receive their freedom at the age of 25?		

The students will describe the social, political, and economic differences between the North and South. (101) (V)

Secondary Social Studies

TITLE: Differences Between the North and the South

TOPIC: History

TIME SEGMENT: 2 class periods

308-513 (101)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the social, political, and economic differences between the North and the South.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Master included)
Textbooks and other resources

EVALUATION:

Working in small groups, students will prepare an oral report on either social, political, or economic differences between the North and South and participate in the presentation to the class.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. This activity should be used in conjunction with a study of the Civil War.
2. Duplicate enough Student Information Sheets and Student Activity Sheets for the group with which you are working.
3. Divide the class into at least three small groups. (More if your class is large.)
4. Assign each group the topic of Social Differences between the North and South, Political Differences, or Economic Differences between the North and South.
5. Have each group read, research, and discuss their topic and prepare a short presentation to be given to the entire class.

Skills:

308-829
308-850
308-851
308-856

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Differences Between the North and South	TOPIC: Sociology	Student Information Sheet	308-513 (101) D

It is difficult to agree upon one cause of the Civil War. Most people think of slavery as the basic issue, but in reality, it was a combination of differences that developed between the North and the South. These other differences made the slavery issue more difficult to settle.

The Northerners made a living mainly from industry, commerce, and small-scale farming. The southern economy depended upon cotton and other cash crops, raised mainly on large plantations.

Politically, the businessmen of the North were in control while the planters of the South directed the politics there. The business interests of the North favored high protective tariffs on imported goods. The South opposed this because they depended heavily upon trade with Great Britain and France.

These and many other differences: social, political, and economic widened the division between the North and South and led to four years of bitter fighting.

Secondary Social Studies TITLE: Differences Between the North and South	TOPIC: Sociology	Student Activity Sheet	308-513 (101) D

To the student:

Your teacher will have assigned you to a specific small group. With your group, do the following:

1. Select a chairperson and a recorder or secretary.
2. Read the Student Information Sheet together.
3. Read all you can in textbooks, encyclopedias, and other resources concerning your assigned topic (either social, political, or economic differences between the North and South).
4. Discuss with your group the findings of your research and decide how you will present your findings to the class.

The student will give a brief description of the Civil War and evaluate its effects on the nation. (106) (V)

Secondary Social Studies
TITLE: The Battle of Chickamauga

TOPIC: History
TIME SEGMENT: 20 minutes

308-514 (106)
D

INSTRUCTIONAL OBJECTIVE:

The students will give a brief description of the Civil War and evaluate its effects on the nation.

MATERIALS:

Student Information Sheets Pages 1,2
Student Activity Sheet
Answer key
(Masters included)

EVALUATION:

The student will be able, by correctly completing the Student Activity Sheet, to demonstrate some familiarity with one of the battles of the Civil War.

ADAPTATIONS:

The teacher shall feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. This activity focuses in on one battle of the Civil War only. The activity should be used as part of a culmination of a total unit on the Civil War. Reading in texts and other resources and classroom discussion would have taken place. Other battles or important events could be used as a focus. The crossword puzzle activity does touch upon several general events of the Civil War.

2. Duplicate enough Student Information Sheets and Student Activity Sheets as needed.

3. Assign students to read Student Information Sheets and do the Student Activity Sheet.

BEST COPY AVAILABLE

Skills:

308-877

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

The Battle of Gettysburg, in July of 1863, was the high point of the South's hopes for victory in the war between the states. From then on, things did not go well for them. The North's ability to manufacture needed supplies was increasing, while the South's was not. Manpower in the North was almost unlimited. In the South, the store of able-bodied men was running low. Then too, the Northern blockade of Southern ports was becoming more and more effective. To make matters more critical, General Grant of the Union Army had taken Vicksburg, thus giving control of the Mississippi River to the North and cutting off Texas, Louisiana, and Arkansas from the rest of the Confederacy.

However, while General Lee had been defeated at Gettysburg, his army had not been destroyed. Lee believed that the tide against the Confederacy could be turned if the South could retain control of Chattanooga, a major transportation center, and the line defined by the Tennessee River.

Confederate forces, commanded by General Bragg, held the city of Chattanooga. The North's General Rosencrans spent the first part of the summer of 1863 gathering strength for his assault on the city. Finally, in August, he decided he was ready and began his advance.

General Bragg, wishing to avoid being trapped, evacuated the city. Rosencrans followed the Southern army who finally established a position on a little stream called the Chickamauga. Ironically, the name Chickamauga is an Indian word meaning "river of death".

Bragg took the offensive in the battle. He did not wait for all of General Longstree's reinforcements which were moving into the area. Despite the fact that he was outnumbered, Bragg attacked the forces of General Rosencrans on September 19.

Although Bragg did not lose any ground on that day, he did not gain any either. Then, during the night, Longstreet's troops arrived, and on the 20th, Bragg resumed his offensive, this time with a 20,000 man advance.

In the midst of the battle, Rosencrans was told that one of the divisions on his right was not receiving proper support. Rosencrans acted hastily, without verifying the information, and pulled out another division to fortify the line.

General Longstreet found the resulting gap in the line and poured in his troops. At that point, for some reason that is unclear, General Rosencrans took two of his corps generals and rode for Chattanooga. The action was unfortunate, because General Thomas, who commanded the left flank of the Union army, continued to fight, placing himself and his men between defeat and the whole Confederate Army.

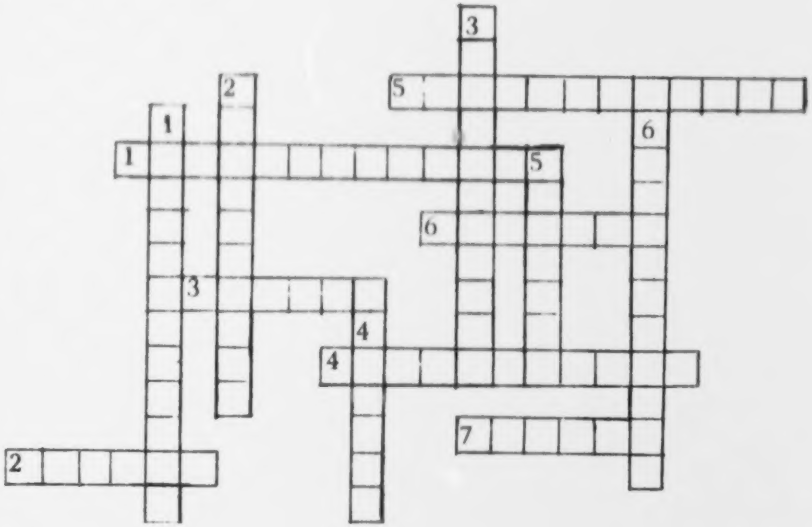
For this feat, Thomas gained the name "Rock of Chickamauga." However, he and his men could not fight indefinitely. At sunset, General Rosencrans ordered Thomas to retire to the defenses at Chattanooga, and the battle was over.

The conflict at Chickamauga was one of the most costly engagements of the Civil War. Confederate deaths alone amounted to 25 percent of its forces. However, General Bragg had scored a victory and was now able to lay seige to the Union forces who had taken refuge in the area around Chattanooga.

Secondary Social Studies TITLE: The Battle of Chickamauga	TOPIC: History	Student Activity Sheet	308-514 (106) D

To the student:

After reading the Student Information Sheet, do the crossword puzzle below. Check your answers with the key.



DOWN

1. Lee felt it was possible to turn the tide in the South's favor if the army could hold ______________.
2. Three Southern states had been cut off by the North's victory at ____________.
3. Bragg attacked the Union forces without all of _________'s reinforcements.
4. The general who led the battle at Vicksburg was ________.
5. The Battle at Chickamauga cost the South _______ in manpower of 25 percent.
6. The General who commanded the Northern forces at Chickamauga was named ___________.

ACROSS

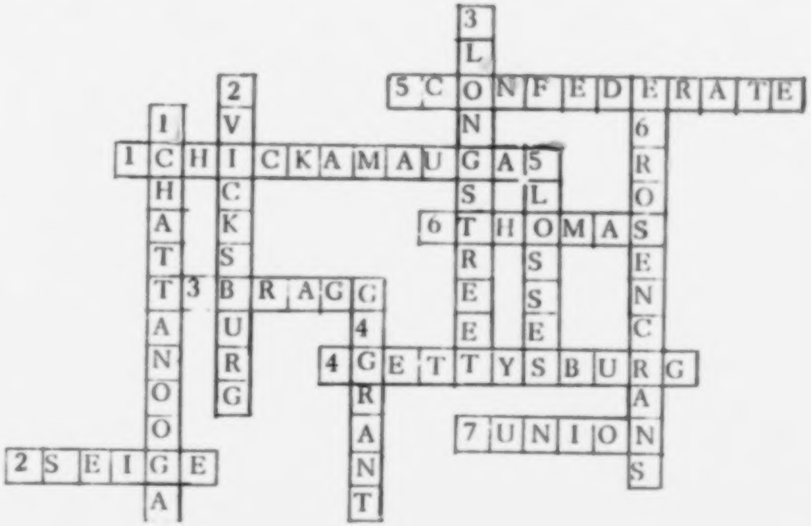
1. The Indian word meaning "river of death"
2. After Bragg's victory he was able to lay ______ to Chattanooga.
3. The Commander of the Southern forces was General_____.
4. ________ was the high point of the Civil War in the South.
5. Southern troops were also called ________ soldiers.
6. _______ earned the name "Rock of Chuckamauga."
7. Another name for the North was the ________.

Secondary Social Studies
TITLE: The Battle of Chickamauga

TOPIC: History

Answer Key

308-514 (106)
D


1 CHICKAMAUGA
1 CHATTANOOGA
2 VICKSBURG
2 SEIGE
3 LONGSTREET
3 BRAGG
4 GRANT
4 GETTYSBURG
5 CONFEDERATE
5 LOSSES
6 ROSENCRANS
6 THOMAS
7 UNION

The students will describe the comparative political positions and actions of the various sections of the nation following the Civil War. (408) (V)

Secondary Social Studies
TITLE: Carpetbaggers and Scalawags

TOPIC: History
TIME SEGMENT: 25 minutes

308-515 (408)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the comparative political positions and actions of the various sections of the nation following the Civil War.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Dictionary

EVALUATION:

The students will complete the activity sheet indicating familiarity with the comparative political positions of the carpetbaggers and scalawags following the Civil War.

ADAPTATIONS:

The teacher will feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. This activity will come at the end of a unit on the Civil War. With a background provided by textbook readings and discussions, the students can read the Student Information Sheet and do the Student Activity Sheet.

2. Duplicate these sheets in sufficient number for the group with which you are working.

KEY:

a. The North
b. Radical Republican Party
c. Gain the vote for the freed slaves
   Assure fair treatment of the blacks
d. The South
e. Farmers, merchants, businessmen
f. They made extravagant promises and even paid bribes.
g. The blacks secured the vote.
   Public welfare programs and school systems were established.
h. Reconstruction - the reorganization and rebuilding of the seceded states following the American Civil War.
   Extravagant - exceeding the limits of reason or necessity.
   Bribe - money or favors paid to influence one person to do another person's bidding.

Skills:

308-853

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Carpetbaggers and Scalawags	TOPIC: History	Student Information Sheet	308-515 (408) D

Following the Civil War, the political position of the South underwent various changes. Traditionally the South had been Democratic, while the Northern states had had a Republican majority. After the Civil War there was chaos in the South. With the end of slavery and the breaking up of the large plantations, the planter class had been destroyed. Many who had fought against the North had been denied the right to hold office or to vote. These and other conditions created a political vacuum.

During the war, the Republicans of the north had enjoyed the power they had wielded. In an effort to retain the political majority, people from the North hurried to the South to fill the political vacuum. They did not want the South to gain too much power.

These people, called Carpetbaggers (the implication being that these men were opportunists who carried all they owned in a cheap bag made of carpet) flooded into the South. Many of them were truly interested in the welfare of the people. These well-intentioned people wanted to make sure the Blacks would be permitted to vote and would be treated fairly. However, other Carpetbaggers were unprincipled people who wanted to gain money and political power. All Carpetbaggers were members of the Radical Republican party. They tried to influence the Blacks to vote Republican. The dishonest Carpetbaggers made extravagent promises and even paid bribes to get the freed slaves to vote for them or their party. They even claimed that the Democrats were a party of treason and slavery.

The scalawags were southern whites who cooperated with the Radical Republicans in their efforts to control the Negro vote. Some of these people had been farmers before the war, some had been merchants and businessmen. Many had been opposed to secession or had remained loyal to the Union. These people did not believe in integration and could not promise the social programs that the Black leaders demanded. For these and other reasons, the Scalawags lost out in their efforts to direct the Black vote.

Despite the graft and corruption of the carpetbag governments, there were some good things that came out of the regime. During the twelve or so years in which they held power the vote was secured for the Blacks. In addition, public welfare programs were introduced and tax supported school systems were established in many Southern states.. The new constitutions of the states made public education mandatory for the Blacks as well as for the whites. Universities for both Blacks and Whites were established.

In the third quarter of the 19th century, carpetbag rule declined and finally died out completely. Some reasons for this fact were the loss of much of the Black vote because of threatenings and shows of force by Southern Democrats and the dissension between the Scalawags and the Carpetbaggers. By 1876, only three Southern states were still under the control of the Republic Party.

Secondary Social Studies TITLE: Carpetbaggers and Scalawags	TOPIC: History	Student Activity Sheet	308-515 (408) D

To the student:

1. From your reading and discussion, you should have a good understanding of the conditions that prevailed in various sections of the nation following the Civil War. Read the Student Information Sheet.

2. On a separate piece of paper, answer the following questions in complete sentences. When you have finished, check your answers with the key.

   a. From what region did the carpetbaggers come?
   b. To which political party did the carpetbaggers belong?
   c. What were the two main purposes for which carpetbaggers came to the South?
   d. From what region did the scalawags come?
   e. To what classes of society had the scalawags belonged?
   f. What incentives were used by the carpetbaggers to gain the Black vote?
   g. What were two good things that were accomplished during the carpetbag era?
   h. Using a dictionary, define the following words:

      Reconstruction
      Extravagant
      Bribe

3. Put your completed paper in the place designated by your teacher.

The students will reconstruct three historical events illustrating a moral dilemma and how they might have solved it had they been involved. (205) (V)

Secondary Social Studies
TITLE: Education - A Right or a Privilege?

TOPIC: History
TIME SEGMENT: 30 minutes

308-516 (205)
D

INSTRUCTIONAL OBJECTIVE:

The students will reconstruct three historical events illustrating a moral dilemma and how they might have solved it had they been involved.

MATERIALS:

Student Information Sheet Pages 1,2
Student Activity Sheet (Masters included)
Texts, encyclopedias, etc.

EVALUATION:

The students will demonstrate by completion of the activity sheet to the satisfaction of the teacher that they are able to reconstruct a moral dilemma and solve it.

ADAPTATIONS:

This exercise could be used as a topic for group debate.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for those students participating in this activity.

2. Before this activity is assigned, provide the students with an adequate background through selected reading and group discussion.

3. Have students read the Student Information Sheet and do the Student Activity Sheet.

Skills:

308-825
308-830
308-850
308-853
308-856

Evaluation and Comments on Activity:

Students:____

____

____

Teacher: ____

____

____

Secondary Social Studies
TITLE: Education - A Right or a Privilege?
TOPIC: History
Student Information Sheet
Page 1
308-516 (208)
D

It is an interesting fact that in 1642, just 22 years after the Pilgrims arrived at Plymouth Rock, the first law in the English speaking lands was passed in which it was stated that all children must be taught to read. Today, when most people take for granted the public school system in the United States, it seems unbelieveable that less than 160 years ago this system did not exist.

The Founding Fathers recognized that education was essential to the survival of democracy. They realized that in order to govern themselves, citizens had to be informed and to know how to organize meetings and conduct business.

As early as 1755, Congress began giving new states land to encourage the taxed establishment to provide education for everyone. They felt that education was the responsibility of the family and the church. Well-to-do parents sent their children to private schools or provided tutors to instruct them at home.

By the early 1800's the need for public education was recognized by many reformers. These far-sighted people began to work to institute tax supported school systems. New England led the way, but even in their "public schools," parents paid part of the cost of the education if they were able.

Charitable societies in large cities set up schools for the poor. However, these schools were poorly attended in many cases because the children had to work all day and because the parents were too proud to accept charity.

By 1825 there was a strong movement to establish tax supported schools. Members of the middle class joined with teachers and clergymen to campaign for free public schools. Labor organizations joined the crusade, insisting that all children had an equal right to receive an education.

As you may suppose, private schools were opposed to the tax supported system. Those who ran such schools feared they would lose their enrollment. Churches that sponsored schools were not happy about the program either. Some church leaders feared that tax-supported schools would allow the government to dictate what was taught. A third group of people who worked against the starting of free public education were the property owners. These people did not want to pay higher taxes to support schools. Most property owners sent their children to private schools. Since they were seeing to the education of their own children, they saw no reason why they should have to educate other children as well.

Many newspapers voiced the opinion of the taxpayers. They called free public education "socialistic." Many people insisted that children whose parents were unable to provide for their education should go to schools run by charitable organizations. Some even claimed that the poor would be better off, considering their "station in life" if they did not receive an education.

Others feared, and with some justification, that the quality of education would drop if left in the hands of the public. Some attempts at public education had been of relatively poor quality. Up to that time it had been felt that any good person could teach school. Education consisted primarily of memorizing from a book and then reciting the lessons.

One of the things that brought about the system of public schools was the establishment of state-supported schools to train teachers. Men like Horace Mann worked hard to set up places where people could learn the skills of teaching.

Free elementary schools finally came into being in the 1830's. At this time the number of months a child was to attend school was expanded. Prior to this time some school "years" had been only three months long.

Public high schools took a while longer to arrive. As late as 1850 there were still only about 55 high schools in the country.

Secondary Social Studies TITLE: Education - A Right or a Privilege	TOPIC: History	Student Activity Sheet	308-516 (205) D

To the student:

1. Through reading and discussion, you should have acquired an understanding of some moral dilemmas inherent in historical events.

2. Read the following situation:

   You are a well-to-do landholder in the year 1815. You have your three teenage children enrolled in a fine private school. Some reformers are campaigning for a bill that will provide public education for all through a raise in property taxes. From your wealth and previous experience, you are in a position to influence the legislators of your state to vote for or against the bill. You try to decide if you are for or against the bill.

3. On a separate piece of paper, write at least a page telling your decision concerning the bill to establish free public education through an increase in property taxes and explain your reasons for making the decision.

4. When you have completed the activity, put your paper in the place designated by your teacher.

The students will describe the economic developments of the nation as a result of colonization, the American Revolution, and the Civil War. (106) (V)

Secondary Social Studies

TITLE: Colonial Economics

TOPIC: Economics

TIME SEGMENT: 2 class periods

308-601 (106)

D

INSTRUCTIONAL OBJECTIVE:

Using an activity sheet, the students will compare the geographic and economic factors found in the colonies.

MATERIALS:

Student Activity Sheet Pages 1, 2
Textbooks, encyclopedias, and other reference materials
(Master included)

EVALUATION:

Students will complete to the satisfaction of the teacher, an assigned activity sheet comparing the geographic and economic factors found in the colonies.

ADAPTATIONS:

This assignment can be adapted to a small group activity.

PROCEDURE:

To the teacher:

1. Duplicate a copy of the Student Activity Sheet for each student participating in the activity.
2. Identify the possible resources that can be used and where they are located (media center or classroom).
3. Depending on the availability of resources, decide if the activity is to be an individual or small group activity.
4. Tell the students that the same Student Activity Sheet will be used for each group of colonies (New England, Middle, and Southern Colonies.)
5. Identify the time limits, management, and other rules necessary for efficient accomplishment of the activity.

Skills:

308-828
308-829
308-851
308-852
308-856
308-877
308-880

Evaluation and Comments on Activity:

Students:

Teacher:

Secondary Social Studies TITLE: Colonial Economics	TOPIC: Economics	Student Activity Sheet Page 1	308-601 (106) D

People carry on many economic activities to satisfy needs and wants. People work, buy, sell and save. Economics has been defined as the study of the way people produce, distribute and use goods, services, and wealth.

Every country develops an economic system. The colonies in America, even though they were not independent countries, had economic systems and were part of the larger economic system of England.

In this activity you will examine the economic activities in New England, the Middle Colonies, and the Southern Colonies.

To assist you in gathering the data you will need are the following guide questions. Use the same questions for each section (group) of colonies. Record your information on separate paper.

A.

1. Identify the section:
    a. New England
    b. Middle Colonies
    c. Southern colonies
2. What colonies were found in the section?

B.

1. What are the main geographical features in the area (rivers, harbors, mountains, plains etc.)?
2. What kinds of natural resources are found there (soil, minerals, plants, animals)?
3. What is the climate like (rainfall, temperature etc.)?
4. Where were the major cities and towns located?
5. What was the approximate population by 1770?
6. What agricultural products were produced?
7. What products were manufactured?
8. How were goods transported?
9. What goods were imported?
10. What goods were exported?
11. What was the medium of exchange?

C.

From the information gathered on New England, the Middle Cononies, and the Southern Colonies complete the following:

1. What were the similarities and differences in
    a. agriculture
    b. trade
    c. manufacturing
    d. medium of exchange

2. From the information (data) you gathered, using questions in section B, give some ideas to account for the similarities and differences you noted.

The students will explain how the problems in the South during the Reconstruction Period were partly due to economic and/or political decisions. (414) (V)

Secondary Social Studies

TITLE: The Reconstruction Period

TOPIC: Economics

TIME SEGMENT: 2 class periods

308-002 (414)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how the problems in the South during the Reconstruction Period were partly due to economic and/or political decisions.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)

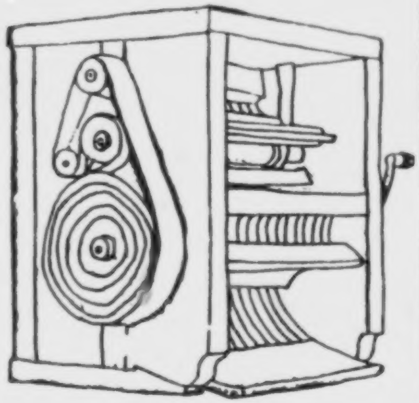
EVALUATION:

Students will be able to correctly list economic and political decisions that affected the South during the Reconstruction period.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:



To the teacher:

1. Divide the students into two groups. One group is to represent the interests of the Freedmen's Bureau, and the other is to represent the interests of the Ku Klux Klan.

2. Assign the students to read the Student Information Sheet.

3. The students are then to follow the directions in the Student Activity Sheet in preparing to discuss their assigned group's views in a class discussion or debate.

4. Have each group present their views in relation to the following questions:

   a. What economic and/or political conditions brought about the formation of this organization?

   b. What is this group's position concerning reconstruction plans for the South?

Skills:

308-828
308-829
308-850
308-851
308-856
308-877

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: The Reconstruction Period	TOPIC: Economics	Student Information Sheet	308-602 (414) D

At the end of the Civil War in 1865, the South faced great problems of re-building. The war had left great damage upon the cities and private property of the South. Railroads were left in ruins so goods could not be easily transported. This created severe shortages of food and manufactured goods. So many young men had lost their lives in the War that there was a great lack of labor supply to help with the re-building effort. With the abolition of slavery the economy of the South was literally turned upside down.

President Lincoln recognized these difficulties and proposed a plan of reconstruction that would have been just and without angry revenge.

Unfortunately, Lincoln's assassination destroyed the hopes of friendly cooperation in the reconstruction. His successor, Andrew Johnson tried to carry out Lincoln's plan, but eventually the Radical Republicans of the North won out with their proposals of more harsh and extreme policies of reconstruction.

Two organizations played an important part in the struggle for reconstruction. One of these was created by Congress to help the newly freed people find work and supply them with food and medical care. This organization was known as the Freedmen's Bureau.

The other organization was a secret group who opposed the radicals interference in re-building. This organization was known as the Ku Klux Klan. Its members covered themselves completely with white robes and violently attacked black leaders and whites who were actively working with the blacks.

Eventually, the radicals even went so far as placing military troops in occupation of the South and enforced strict martial law. After a decade of Southern white resistance, the Federal troops were withdrawn. Southern whites again took control of the South and the newly freed blacks failed to receive many of the benefits of their freedom from slavery.

Secondary Social Studies TITLE: The Reconstruction Period	TOPIC: Economics	Student Activity Sheet	308-602 (414) D

To the student:

You have been assigned to one of two groups: The Freedmen's Bureau or the Ku Klux Klan. Keep in mind your identification with that group. You will be examining the Reconstruction Period with its many problems and challenges from the standpoint of your assigned group.

1. After you have read and discussed the Student Information Sheet, consult at least two other sources of information (textbooks, encyclopedias, etc.) and gain a greater background about your group. Answer the following questions:

   a. How did this group get started?
   b. What kinds of people became members of that group?
   c. What did this group really stand for?

2. From the standpoint of your assigned group, be prepared to discuss with the entire group the following questions:

   a. What economic and/or political conditions brought about the formation of this organization?

   b. What is this group's position concerning reconstruction plans for the South?

The students will conclude that the principles expressed in the Declaration of Independence include equality, natural rights, and responsibility of government. (402) (V)

Secondary Social Studies

TITLE: The Declaration of Independence

TOPIC: Political Science

TIME SEGMENT: 1st day, 10 min. 2nd day, 30 min.

308-701 (402)

D

INSTRUCTIONAL OBJECTIVE:

The students will conclude that the principles expressed in the Declaration of Independence include equality, natural rights, and responsibility of government.

MATERIALS:

Readers' Theater Script
(master included)

EVALUATION:

At the end of the reading, the students will be able to conclude that the principles expressed in the Declaration of Independence include equality, natural rights, and responsibility of government.

ADAPTATIONS:

The teacher might wish to encourage the students to dress for the reading in clothes reminiscent of the Colonial Era. If desired, the entire Declaration could be read, rather than just those parts pertaining to the instructional objective.

PROCEDURE:

1. First day, announce to the class that today is ___________, but tomorrow will be July 8, 1776.

2. Assign roles for the readers' theater and distribute scripts. Scripts should be taken home so that cast members may read them through and also look up the correct pronunciation of any unfamiliar words. Instruct those who will be in front of the class to wear, if possible, dark pants and dark, long-sleeved shirts.

IN CONGRESS, JULY 4, 1776.

3. Wigs that resemble powdered wigs can be rather easily made of the dacron polyester quilt and pillow stuffing found in most fabric or craft stores or from a roll of absorbent cotton. To add to the illusion of early America, the teacher may wish to furnish five of these for the principal players.

4. The teacher should, if possible, arrange for six high stools on which to seat the principal readers. If stools are unavailable, the readers may stand, or they may sit on regular chairs if they can be seen and heard.

5. Second day: The teacher may wish to allow a few minutes for a brief rehearsal or instructions for the students participating.

6. The teacher may wish to follow up the presentation with a discussion of what the students learned about equality and natural rights and responsibilities of government.

Skills:

308-827
308-877

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

The Declaration is Read
(Readers' Theater)

Characters:
(To be seated on tall stools in front of the class. These characters should wear, if possible, dark pants and dark long-sleeved shirts.)
Narrator
John Adams
Thomas Jefferson (Jefferson's script might be hidden by a longer piece of paper made into a scroll.)
Benjamin Franklin
Roger Sherman
Robert R. Livingston

(Sit at random among the class members and become part of the group of citizens gathered to hear the reading of the Declaration.)
Mr. Lloyd
Mrs. Williams
Mr. Morrison

The remainder of the class will become the crowd of citizens.

Narrator: On July 8, 1776, concerned citizens of the American colonies gathered in the yard of the state house in Philadelphia to hear the reading of the newly drafted Declaration of Independence.

John Adams: Fellow citizens of these American colonies and soon to be American states, what a splendid sight to see you gathered here this morning! These are great and historic days, my friends. These are also sobering days. After this document is sent to England, our lives will be forever changed.

Let me introduce the committee responsible for the writing of the Declaration of Independence: Benjamin Franklin, Thomas Jefferson, Robert R. Livingston, Roger Sherman and me. (Each inclines his head as his name is read.)

Roger Sherman: The committee asked Thomas Jefferson to draw up the Declaration. The committee considers it a brilliant work and the writing of it has been accomplished in just two weeks.

Robert Livingston: Yes, and after Mr. Jefferson completed the draft, Mr. Franklin and Mr. Adams made a few literary contributions to it.

Benjamin Franklin: Thomas Jefferson will read the new Declaration. We want very much for all of you to understand it. It will be representing you when it is sent to King George and you should all know what it means. If you have a question, don't hesitate to speak up.

Thomas Jefferson: "When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.--

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, liberty, and the pursuit of Happiness.--"

Mr. Lloyd: Sir!

Jefferson: Mr. Lloyd.

Mr. Lloyd: What is meant by "unalienable rights?"

Livingston: "Unalienable" means that they can't be taken away. We believe that God has created all men and women of every race equal. We also believe that the rights He has given us are ours forever and must not be taken away by an oppressive government. Among these rights are the rights to defend ourselves from unjust government and physical attack. We claim the right to worship freely, to criticize our government, and to form a government that upholds these principles of liberty.

Sherman: By "pursuit of happiness" we mean the right to own property and have our property safeguarded.

We are also pledged to work for everyone's happiness and not just for our own. (pause) Read On, Mr. Jefferson.

Jefferson: "That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed, --"

Mrs. Williams: A question, Mr. Jefferson.

Jefferson: Ma'am?

Mrs. Williams: Are you saying that the reason that government exists is to protect the rights of the people?

Adams: Just so, madam. We believe that governments have the power to govern only through agreement of the people and a government's chief responsibility is to protect the rights of the people. (pause) Mr. Jefferson . . .

Jefferson: "That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate. Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariable the same object evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. --"

Mr. Morrison: Mr. Jefferson!

Jefferson: Sir?

Mr. Morrison: Can that be summed up for us, please?

Franklin: It says that the kind of thing that we are doing cannot be done lightly and without good cause.

However, any government that seeks to exercise complete control over its people and has committed a long series of abuses should be overthrown.

Jefferson: Friends, we have next listed at some length and in detail, the injustices dealt us by England. This declaration tells them that we have tried to reason with the King, with Parliament, and with the British people themselves, but we have found no measure of understanding in any quarter. Indeed, the abuses dealt us, rather than decreasing, have become more marked.

Our closing statement is this: "We, therefore, the representatives of the small United States of America, in general Congress, assembled, appealing to the Supreme Judge of the world for the good people of these colonies, solemnly publish and declare, that these United Colonies are, and of right ought to be free and independent states; that they are absolved from all allegiance to the British Crown, and that all political connection between them and the state of Great Britain, is and ought to be totally dissolved; and that as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. --

And for the support of this Declaration, which a firm reliance of the protection of divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor."

Narrator: (after a short pause) The reading of the Declaration of Independence was greeted with great applause and cheering. (Signal class to applaud)

The students will explain how the colonial traders' alienation of the Indians caused the Indians to join forces with the French in the struggle for supremecy in North America. (103) (V)

Secondary Social Studies

TITLE: French and Indian War

TOPIC: History

TIME SEGMENT: 30 minutes

308-702 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how the colonial traders' alienation of the Indians caused the Indians to join forces with the French in the struggle for supremacy.

MATERIALS:

Student Information Sheets Pages 1-4
Student Activity Sheets (Masters included)
Map of English Colonies and New France
Access to filled in map included in this material.

EVALUATION:

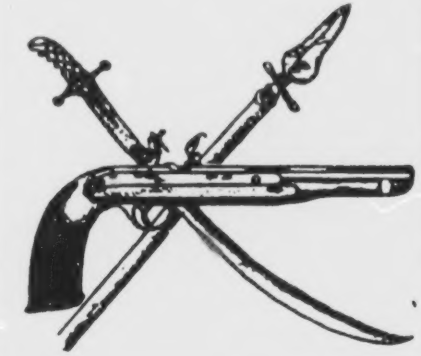
The students will explain in writing to the satisfaction of the teacher the reasons for the Indians joining forces with the French in the struggle for supremacy.

ADAPTATIONS:

Extension questions may be answered if student has access to an encyclopedia or an American history book.

PROCEDURE:

To the teacher:



1. Students should have some background of the French and Indian War.
2. Assign students to obtain a copy of the map included in this section.
3. Have students read the three Student Information Sheets. See that students have a copy of the Student Activity Sheet and a map to be completed.
4. Have students answer questions from the Student Activity Sheet. Either have them correct their own or have them handed in for the teacher to check.

Skills:

308-805
308-850
308-852
308-853

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: French and Indian War	TOPIC: History	Student Information Sheet Page 1	308-702 (103) D

Introduction

This is your front line reporter, Dent Rogers, covering the movement of General Braddock and his troops as they hope to engage the French and Indians in battle over the land dispute of the Ohio Valley.

I can see the British coming, but the French and Indians are not in sight. The British regulars and the Colonial militiamen are marching down the road which they have cut through the forest. Their wagons are being pulled along with them. General Braddock, who leads the group, is passing by me now.

General Braddock - oh, General Braddock, may I talk with you a moment? Sir, can you tell us why you spent time building this road through the forest to Fort Duquesne? Sir, don't you feel the time - - -. Sir, what is happening?

Stand by - there is confusion. The general has charged up to the front of his troops. There are arrows flying in every direction, and yet there are no Indians to be seen. This is terrible! The soldiers are still in lines. They are shooting now at their unseen foe. The French with their Indian friends have ambushed the British. The troops are staying lined up and firing. . . . General, General. I can see we will not have an opportunity to talk with him. Perhaps we can get General Braddock's aid, George Washington, to talk to us.

Sir, Sir - oh, how horrible! General Braddock has been hit! His men are showing great courage, and the General has been a courageous leader. What will happen? Washington seems to be taking command - the army has been riddled. What a terrible thing! Over half of the soldiers have been killed. Washington seems to be issuing a command. This is unbelievable! His horse has been shot out from under him, but he appears to be all right. They are falling back, apparently to plan new strategies.

Will this mean the French have permanently driven the Colonials out of the Ohio Valley? There is too much confusion here now.

Let me switch you now to the home office where we have taped some interviews with key people on both sides of this conflict. What triggered this battle? Who caused this? Why are the Indians fighting along with the French?

The English Interview

This is your special feature reporter. Today I am interviewing Rod Downey, a British colonist. Mr. Downey, let me ask you a few questions to see if we can let the public try to understand this situation between the English, French, and Indians. To begin, can you tell me why you came to this new world?

"I'm glad to be able to tell the world how I feel about this whole thing. We Englishmen and Europeans came here to seek a better way of life for ourselves and our families. Here we are able to own land and govern ourselves. We can get a land deed, then clear the land, build a house, then start farming. We can become self-sufficient. However, more and more people are coming, so we need more room to the west for settlements and expansion. We have a right to that land in the Ohio valley. Those French need to get out of there. We came here for religious freedom as well, and those Frenchmen are trying to make all the Indians Catholic. The French missionaries even live with the Indians - I mean they are turning into Indians."

You said you have a right to this land? What makes you think you have a right to the land any more than the French and especially the Indians?

"England claimed all the land now known as the British Colonies and west across the Allegheny. Also, the King of England granted 200,000 acres of land to the Ohio Land Company, and they have sold that land to us. I'm sure the land company will make a big profit; nevertheless, we will have legal rights to the land."

Tell the people some of your feelings about the French.

"Well, we are tired of being attacked by the French and their paid Indian allies. It's common knowledge the French give a good price for every colonist's scalp collected by the Indians. Many an English settlement has been struck with terror by blood-curdling war whoops of Indians as they suddenly burst from the forest. Are you aware that the French want to build a solid chain of forts from Canada south to Louisiana? They want to cut us off from land that is rightfully ours. If that were allowed to happen, they might try to push us right back into the Atlantic Ocean."

Are there any other reasons you might know about which may cause bad feelings?

"Well, I know there has been trouble in NewFoundland. Some sort of dispute with the Indians over fishing rights. I think some Indians were angered by the trading deals that were made also, but you know you can't make everyone happy."

Mr. Downey, your time is very much appreciated today. Do you have any last remarks to make before we sign off?

"Yes, sir. I want to make it clear that there is no need for the French and Indians to fight us. We all should be able to share the land. We will do the farming and community building, and we'll leave the fur trapping up to the Indians. Just let the French get out."

French Interview

This is your special feature reporter. We will be interviewing people who will inform us about the current situation with the British, French, and Indians. First, we will be talking with Pierre DeVoe, a French fur trapper.

Mr. DeVoe, will you tell us a little about the situation which has developed between the French and Indians, and the British? First, tell us a little about the French coming to the New World.

"The French came to the New World in North America in 1608 when Champlain founded Quebec. Fur traders and trappers were the first ones sent here by the homeland. The new lands were called New France and sprawled across much of the northern part of America down the Mississippi to the Gulf of Mexico. The French government established French rights here in the New World. The French have been here a long time exploring and fur trading. We have made good friends with the Indians. Many of our people have paddled their canoes up and down the waterways to collect furs from the Indians. A lot of Frenchmen intermarried with Indians. French missionaries came to convert the Indians to Christianity. They have worked hard in much danger, but they gained the friendship of many Indian tribes."

"Not many Frenchmen want large pieces of land to farm because this is the responsibility of the noblemen, who have the peasants to work the land for them. The Indians know we don't want to take their hunting grounds for our own."

What are your feelings about the English Colonists?

"I wish we could push them back to the Atlantic. They have pushed our Indian friends out of their lands. Those British officers are haughty and arrogant. Their government has now deeded the Ohio Valley to that land company, and that means the hunting will be destroyed by farmers. This land belongs to the French."

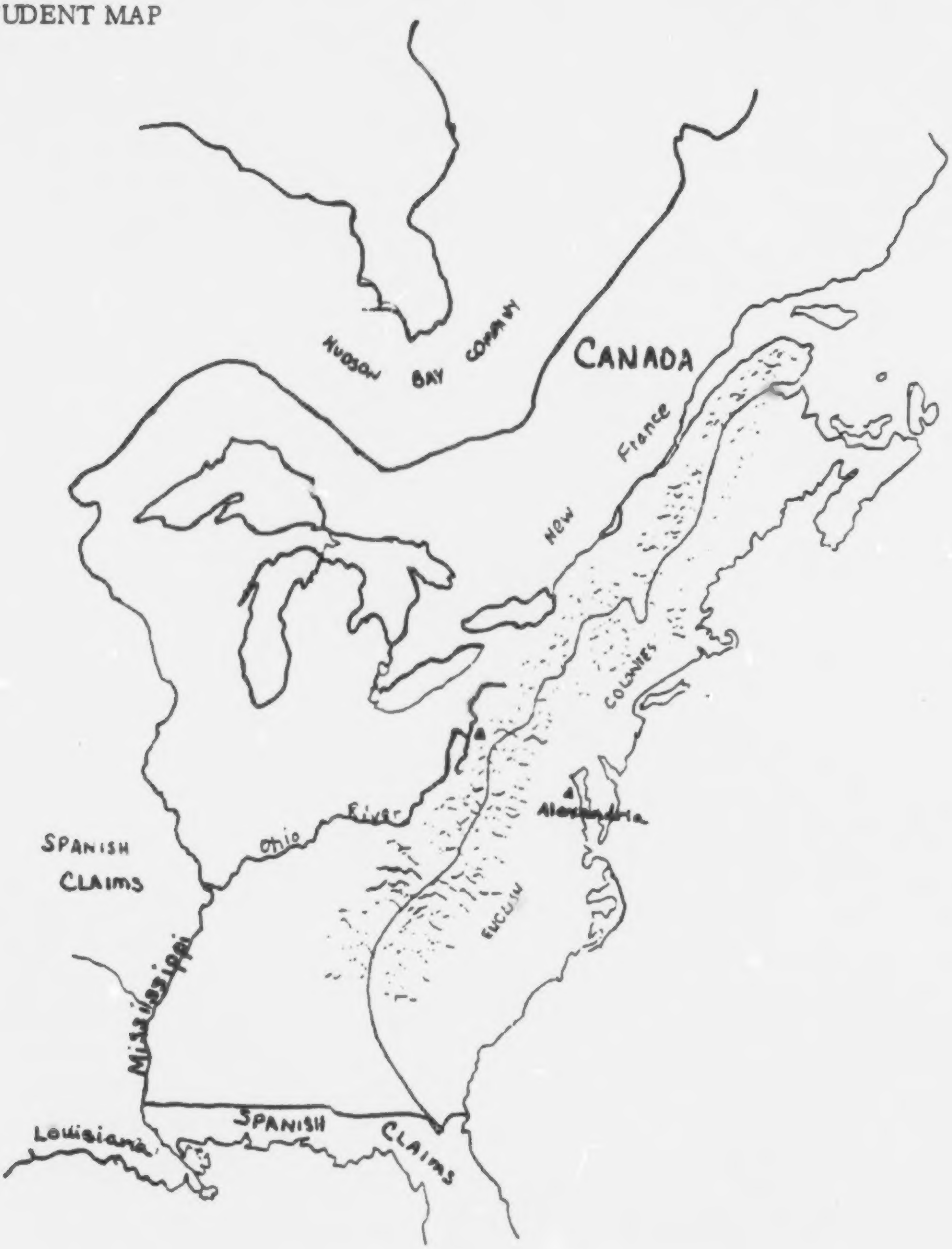
Why do you say this land belongs to the French?

"When the French explored this area, all the land with waters draining to the west of the Alleghenies was declared to belong to France. We live in peace with the Indians, accomodating their lifestyle. These rivers and lakes will be protected by our forts which will extend from Canada to Mississippi."

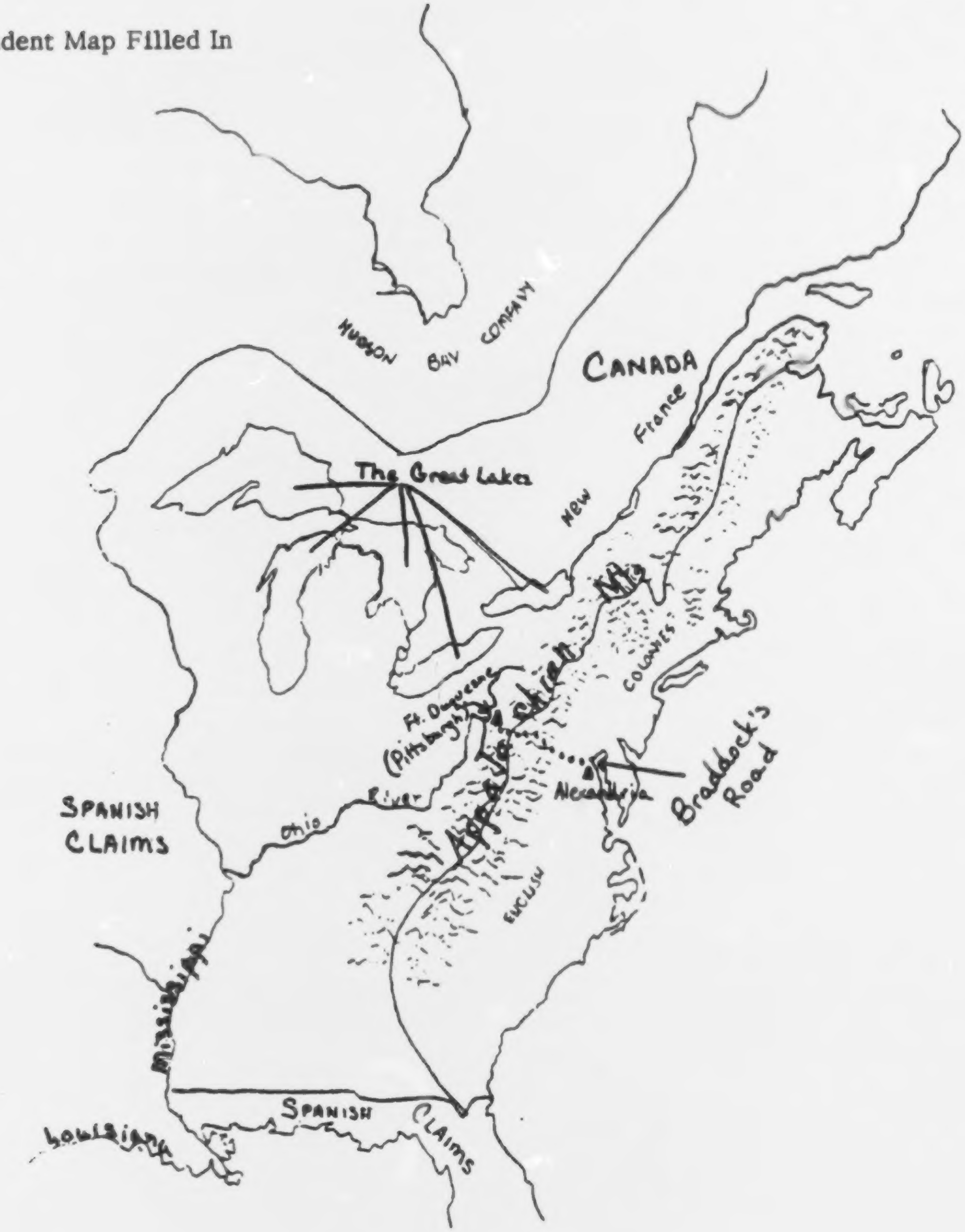
From what you've said, you French are very friendly with the Indians. Do you have any other comments about this relationship?

"Just that the Indians and the French understand each other. We teach them; they teach us. We trade fairly with each other, neither of us feeling that advantage has been taken. The Indians will help us keep the Colonists out of this area."

STUDENT MAP


HUDSON BAY COMPANY
CANADA
New France
COLONIES
ENGLISH
Alexandria
Ohio River
SPANISH CLAIMS
Mississippi
Louisiana
SPANISH CLAIMS

Student Map Filled In


HUDSON BAY COMPANY
CANADA
New France
The Great Lakes
Ft. Duquesne (Pittsburgh)
Appalachian Mts
COLONIES
ENGLISH
Braddock's Road
Alexandria
Ohio River
SPANISH CLAIMS
Mississippi
Louisiana
SPANISH CLAIMS

BEST COPY AVAILABLE

Secondary Social Studies
TITLE: French and Indian War
TOPIC: History
Student Activity Sheet
308-702 (103)
D

To the student:

1. Use the Student Map to do the following activities:
   a. Locate the English Colonies and shade them lightly with a colored pencil or crayon or felt-tip marker.
   b. Locate New France and shade it a different color.
   c. Locate the mountain range and label it Appalachian Mountains.
   d. Locate the Great Lakes and shade them blue.
   e. Fort Duquesne (now Pittsburgh) is where two rivers join at the head waters of the Ohio River. Put a mark on the map to show this spot.
   f. Braddock's Road crosses over the Appalachian Mountains from Alexandria to Fort Duquesne. Mark the road with dots.

2. Explain why you think the British wanted the Ohio Valley.

3. Why did the French want the Ohio Valley?

4. How would a string of forts from Canada to the mouth of the Mississippi affect the westward movement of the English colonists?

5. Why do you think the Indians, which were friendly to the French, did not like what the English colonists were doing? Explain why.

6. Why do you think the Indians were so friendly with the French? Explain why.

Extension Activities

1. Explain why you think the Appalachian Mountains were so important to the way the land was divided.
2. Why were the Indians concerned when settlers began coming off the mountains?
3. What part did the Ohio Land Company have to do with the war between the French/Indians and the British?
4. Do more study about this situation. Assume you are either French, Indian, or English and write a letter explaining how you feel about the situation.

The students will list and analyze reasons why the colonists revolted against the British. (103) (V)

Secondary Social Studies

TITLE: Reasons Behind the American Revolution

TOPIC: Political Science

TIME SEGMENT: 45 minutes

308-703 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will list and analyze reasons why the colonists revolted against the British.

MATERIALS:

Student Information Sheet	Pages 1,2
Student Activity Sheet (Masters included)	

EVALUATION:

The students will be able to list and analyze reasons why the colonists revolted against the British to the satisfaction of the teacher.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. This activity should be used as part of a unit on the Revolutionary War. A background should have been established through assigned readings and discussions.
2. Duplicate enough Student Information Sheets and Student Activity Sheets for your students.
3. Read through the directions for the activity with your students and be sure the class understands what is expected.
4. Provide time for the students to discuss their answers.

Skills:

308-829
308-850
308-853
308-856

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Reasons Behind the American Revolution	TOPIC: Political Science	Student Information Sheet Page 1	308-703 (103) D

Many causes combined to result in the American Revolution. England's attitude toward the colonies for decades before the French and Indian War had been one of profitable neglect. The British left the American colonies quite free of restraints. By doing this, the English hoped to profit by the increased American import of British goods. The plan worked. America bought many British goods. This lax policy had a side effect, though. A climate of independence was born in the colonies.

At the end of the French and Indian War in 1763, Britain moved to tighten its hold on the colonies. A series of laws was passed in England to bring this about. England wanted to keep a standing army in America to protect its frontiers. It was felt that the colonies should help pay for the protection. The Americans wanted the benefits of being part of the British Empire, but they sought to avoid the taxes and controls. When the taxes and controls were imposed after the long years of relative independence, it proved to be more than some colonists could take.

The major acts of Parliament that antagonized the Americans were the following:

Proclamation of 1763 - Land west of the Appalachians was to be reserved for Indians. This law gave London the control of the settlement of people in that area.

Colonial Currency Act, 1764 - This act prohibited the colonies from printing their own paper money to pay off debts.

Sugar Act, 1765 - Import duty on foreign molasses was cut in half, but the collection of the duty was to be strictly enforced. The act levied added duties on wine, coffee, sugar, and foreign products entering the colonies.

Stamp Act, 1765 - Newspapers, legal documents, and many business papers had to have special stamps, which had been issued by the British, affixed to them.

Quartering Act, 1765 - Colonial civil authorities were ordered to supply housing, transportation, some provisions, and money necessary to keep ten thousand British troops to protect the colonial frontier.

Townshend Acts, 1767 - Import duties were levied on tea, lead, paint, glass, and paper that were imported by the colonies.

Tea Act, 1773 - This act allowed the British East India Company to sell surplus tea to America at a low price. In effect, this established a tea monopoly.

"Intolerable Acts" - There were a series of four acts plus the Quebec Act.

Boston Port Act, 1774 - The port of Boston was closed until the people of that city paid the British East India Company for the tea dumped into the harbor at the Boston Tea Party.

The Massachusetts Government Act, 1774 - This act made changes in the charter of Massachusetts. Among other things, it restricted the right of local government to hold town meetings. The act took away the right of the assembly to appoint members of the council and gave the right to the royal governor.

Administration of Justice Act, 1774 - British officers accused of crimes in connection with performance of their duty would be tried in England instead of the colonies.

Quartering Act, 1774 - This act said that Boston authorities must find housing for British troops.

Quebec Act, 1774 - Quebec boundaries were moved south to include a large area between the Great Lakes and the Ohio River. The act voided claims on land of American colonists in that region. The act also guaranteed Catholics religious freedom and civil rights.

Secondary Social Studies TITLE: Reasons Behind the American Revolution	TOPIC: Political Science	Student Activity Sheet	308-703 (103) D

To the student:

1. Read the Student Information Sheet.

2. Choose an act of Parliament that helped lead to the American Revolution. From the information sheet, your American history book, and any other source you can find, read all you can about the act.

3. On a separate piece of paper, write the act that you have chosen. Pretend that you are a person from colonial times who would have been affected by this act. You may choose to be a merchant, lawyer, blacksmith, housewife, farmer, etc.

4. Write down which person you have chosen to be.

5. Think through the following questions. Write down your answers.

   a. From your point of view as a colonist, what is the problem with the act?
   b. What are the alternatives open to you? What actions could you take if you do not follow the provisions of the act?
   c. How do you feel about this issue? How does it affect you personally?
   d. Evaluate the alternatives. What will happen if you take various actions you have listed?
   e. Make a decision. As a colonist, what would you do?

The students will list and analyze warfare methods used by the colonists as they fought the British. (103)

Secondary Social Studies

TITLE: Warfare Methods of the Colonists

TOPIC: Political Science

TIME SEGMENT: 25 minutes

308-704 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will list and analyze warfare methods used by the colonists as they fought the British.

MATERIALS:

Student Information Sheet
Student Activity Sheet
Student Worksheet
(masters included)

EVALUATION:

Students will be able to list and analyze to the satisfaction of the teacher the warfare methods used by the colonists as they fought the British.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

414

PROCEDURE:

To the teacher:

1. Students will need a background of Revolutionary War methods. This can be built through readings of selected texts and resources as well as student discussions.
2. Duplicate enough Student Information Sheets, Student Activity Sheets, and Student Worksheets for your students.
3. You may wish to provide time for the students to share their completed work with the other students.

415

Skills:

308-856
308-877

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Warfare Methods of the Colonists	TOPIC: Political Science	Student Information Sheet	308-704 (103) D

For England, the American Revolution was mainly a maritime war. Men and supplies all needed to be transported across the sea. For the colonies, it was chiefly a land war, although in the final period of war, the naval aspect gained importance.

The American navy was much smaller than that of the British. For this reason, the Second Continental Congress authorized privateers, or privately-owned armed vessels, to seize British supplies intended for the Redcoats and to interfere in British commerce.

In the land war, the colonists fought by the means that suited the situation. The Revolution was characterized by small unit fighting. There were many small skirmishes in and around villages. Most of the battles were fought along the lines of the traditional advance. Men lined up in rows and marched forward. As the armies neared each other, one side or the other gave a signal and the firing began. It continued until one side routed the other.

There was some guerilla fighting during the Revolution. General Francis Marion, "The Swamp Fox," used this method of sudden ambushes and small scale attacks against the British. On the march back to Boston after the Battle of Concord, the British were harassed by guerilla type sniping from the local men.

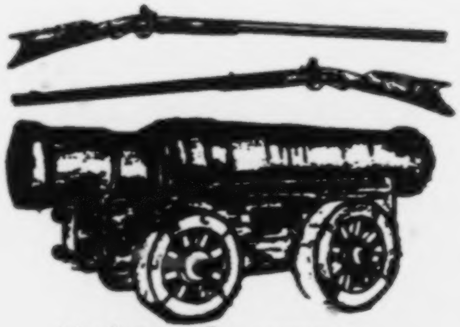
In the battle of Bunker Hill, the Americans fortified Breed's Hill almost in the style of World War I trench fighting. Reinforcements were left on nearby Bunker's Hill. The British marched up the hill twice but were forced to draw back. The third time, the colonists were out of powder and were cut off from the Bunker Hill supplies. They were forced to surrender.

Seige warfare was employed when Benedict Arnold, Ethan Allen, and the Green Mountain Boys captured Fort Ticonderoga from the British. In this type of fighting, a fort or stronghold is surrounded, and the battle is fought until the fort is captured or the attackers retreat.

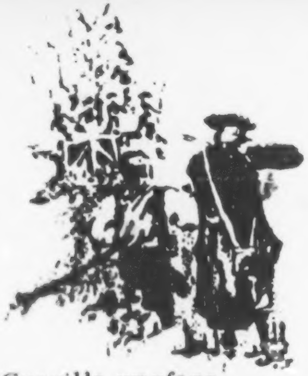
The main weapons of the American colonists were muskets, rifles, and cannons. The improved flintlock musket almost became the Continental Army's standard weapon. To a lesser extent, swords were used - both the straight variety and the saber, or slightly curved sword. Some rather primitive pistols, plus spears or lances were employed as well.

Warfare at sea

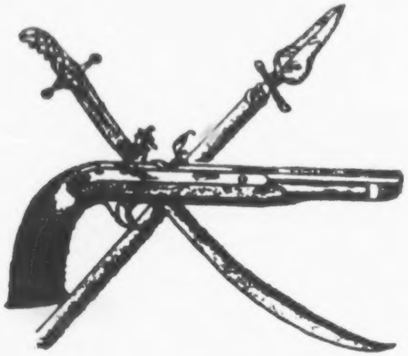
Traditional advance



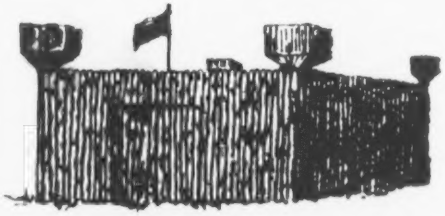
Musk[illegible], rifle, cannon



Guerilla warfare



Saber, pistol, lance



Seige warfare

Secondary Social Studies TITLE: Warfare Methods of the Colonists	TOPIC: Political Science	Student Activity Sheet	308-704 (103) D

To the student:

1. Read the Student Information Sheet plus any other source you can find on the warfare of the Revolutionary War. Be sure that you have a copy of the worksheet.

2. Under each illustration, write down the importance of the action illustrated with the way the American colonists waged war with the British during the Revolutionary War.

3. After you have finished, put your paper in the place designated by your teacher.

The students will cite how the American social-political structure was changed as a result of the Revolutionary War. (103)

Secondary Social Studies   Changes in the Social-
TITLE: Political Structure Following the Revolution

TOPIC: American History
TIME SEGMENT: 45 minutes

308-705 (103)
D

INSTRUCTIONAL OBJECTIVE:

The students will cite how the American social-political structure was changed as a result of the Revolutionary War.

MATERIALS:

Student Activity Sheet (Master included)
Textbooks
Other media resources

EVALUATION:

The student will demonstrate mastery of the concept by completing the activities to the satisfaction of the teacher.

ADAPTATIONS:

The teacher could use this as a learning center activity. It could also be completed in small groups.

PROCEDURE:

To the teacher:

1. Discuss with the class some of the changes that were brought about by the Revolution.
2. Duplicate enough Student Activity Sheets for your students.
3. Provide time for students to discuss and share the results of their activities with the class.

Skills:

308-825
308-826
308-853
308-856

Evaluation and Comments on Activity:

Students: ____________________________

Teacher: ____________________________

Secondary Social Studies Changes in the Social- TITLE: Political Structure Following the Revolution	TOPIC: American History	Student Activity Sheet	307-705 (103) D

Suppose you decided it was necessary to form your own country. You fought a war and won. You are now free to choose the social structure of your new country. You can also choose the political system. What will you do?

You and some friends are going to meet to determine the political structure of your new land. You must consider the following ideas in your planning:

1. The country you broke away from is a monarchy.
2. You want to form a republic.
3. Most people in your new country came there to make money or for religious freedom.
4. Your new land has many natural resources.
5. Individual freedom is important.
6. Your new country is far away from other countries.
7. You live in a land that is very large, but most people live in a relatively small area on the sea coast.

You also want your friends to help you decide what type of social system to build. You know the following about the people in your land.

1. Many are individualists.
2. Most are not well-educated.
3. Most were tired of the taxes imposed by the mother country.
4. Many own small pieces of land.
5. Most live on farms.
6. Towns are small by modern standards.
7. Families are usually large.
8. Lifestyles vary a lot in different parts of the country. In the South there are many slaves and plantations. In the North there are more small farmers and merchants.
9. The country you left had a few wealthy people and many poor people.

Look in your history book. Find out how the social-political structure changed in America because of the Revolution. Make a list of things you would make part of yours.

The students will identify the major components of the United States Constitution, i.e., Preamble, seven articles, and twenty-six amendments. (402)

Secondary Social Studies

TITLE: Getting to Know the Constitution

TOPIC: Political Science

TIME SEGMENT: 45 minutes

308-706 (402)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify the major components of the United States Contitution: Preamble, seven articles, and twenty-six amendments.

MATERIALS:

Student Information Sheet
Student Activity Sheet
Answer key
(Masters included)

Reference Materials
Constitution

EVALUATION:

Students will be able to identify the three major components of the United States Constitution by completing the activity sheet to the satisfaction of the teacher.

ADAPTATIONS:

The teacher will feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students. The Key may or may not be duplicated depending on who will correct the activity sheet.
2. Using the information sheet that outlines the three components and major provisions of the U.S. Constitution, plus any other information that seems pertinent, discuss with the students the general content of the Constitution.
3. Have each student fill in an activity sheet as a review of the major components.

We the People

Skills:

308-877

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Getting to Know the Constitution	TOPIC: Political Science	Student Information Sheet Page 1	308-706 (402) D

In 1787, a national convention met in Philadelphia to organize a government for the new nation. Originally, the body met to rework the Articles of Confederation under which the country had been operating. It was apparent that the Articles of Confederation had weaknesses, though, and it was decided that rather than revise them, a new constitution should be written.

The writers of the Constitution outlined a federal system of government. In it, the powers are divided between the state and national governments.

The Constitution is composed of three parts: the Preamble, seven articles, and twenty-six amendments.

I. The Preamble is a statement of the reasons for establishing the Constitution.

"We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

II. The seven articles outline the creation of the Legislative, Executive, and Judicial systems. Allowance for the creation of new states, and certain interactions among the states is made. The articles stipulate the right to amend the Constitution. The Constitution is named as the supreme law of the land.

III. The first ten amendments to the Constitution are called the Bill of Rights. These amendments were written to protect the rights and liberties of the individual. They include such things as freedom of speech, press, religion, and peaceable assembly. United States citizens shall not be subject to unreasonable searches and seizures. They cannot be made to testify against themselves and are guaranteed due process of law. Citizens have a right to a speedy and public trial and the right to trial by jury. The Bill of Rights stipulate that other rights of the people not named in the Constitution are not to be denied. Also, powers not delegated by the Constituion to the federal government nor prohibited by it to states are reserved by the states or people.

A summary of the other amendments are as follows:

11. deals with lawsuits against states
12. outlines the election of President and Vice President
13. abolishes slavery
14. spells out civil rights of citizens
15. extends to Negroes the right to vote
16. gives Congress the right to collect income taxes

17. outlines the election of senators
18. prohibits the selling of liquor
19. gives women the right to vote
20. deals with terms of the President and Congress
21. repeals prohibition
22. limits the President to two terms in office
23. extends voting privileges to District of Columbia
24. declares payment of poll tax not necessary to vote
25. outlines presidential disability and succession
26. extends vote to eighteen-year-olds

Secondary Social Studies TITLE: Getting to Know the Constitution	TOPIC: Political Science	Student Activity Sheet	308-706 (402 D

To the student:

A. Following the class discussion on the components of the Constitution, you should be familiar with what the Constitution contains.

B. Using the information in the Student Information Sheet, fill in the blanks in the statements below. When you are finished, you will have a summary of the major components of the Constitution of the United States.

1. The Constitution replaced the Articles of ____________________ that had been the basis of the United States government up until 1787.

2. The Constitution is composed of three parts: the ____________________, ____________________ articles, and ____________________ amendments.

3. The Preamble begins "_____ ____ ___________ . . .", showing that the government of the United States is a government of its citizens, not of the states.

4. The articles establish three independent branches of the government: the ________________, ______________, and ____________________ branches. It is also established that the ________________ is the supreme law of the land.

5. The first ten amendments are called the __________ __ __________. They were written to protect the liberties of the ________________.

6. Three other subjects specifically dealt with in the remaining amendments are: ____________________________, ____, and ____.

C. When you have finished, put your paper in the place designated by your teacher.

Secondary Social Studies TITLE: Getting to Know the Constitution	TOPIC: Political Science	Answer key	308-706 (402) D

1. Confederation
2. Preamble, seven, twenty-six
3. We the people
4. Legislative, executive, judicial, Constitution
5. Bill of Rights, people
6. Answers will vary

The students will analyze the workings and interrelationships of the major components of the United States Constitution. (103) (V)

Secondary Social Studies

TITLE: Exploring the Constitution

TOPIC: Political Science

TIME SEGMENT: 25 minutes

308-707 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will analyze the workings and interrelationships of the major components of the United States Constitution.

MATERIALS:

Student Information Sheet Pages 1,2
Student Activity Sheet
Key (masters included)
Texts, encyclopedias, etc.

EVALUATION:

The students will complete a crossword puzzle identifying the three major components of the Constitution and some of the basic rights guaranteed to U.S. citizens.

ADAPTATIONS:

The teacher may wish to have the students use duplicated Keys to correct their own or other students' work before handing in their puzzles.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for your students.

2. Before this activity is assigned, as adequate background should be provided to the students from selected reading and discussion.

John Hancock

Skills:

308-877

Evaluation and Comments on Activity:

Students: ____

____

____

Teacher: ____

____

____

Secondary Social Studies TITLE: Exploring the Constitution	TOPIC: Political Science	Student Information Sheet Page 1	308-707 (103) D

The Constitution is made up of three major components.

I. The Preamble is a statement of the reasons for establishing the Constitution.

> "We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

II. Seven Articles

1. Formation of the Legislative branch of the government.
2. Formation of the Executive branch.
3. Formation of the Judicial branch.
4. Relation of the states to each other.
5. Procedure for amending the Constitution.
6. National debts and the supremacy of the national government.
7. Ratifying the Constitution.

III. Twenty-six Amendments

The first ten are called the Bill of Rights

1. Freedom of religion, press, speech, rights of assembly and petition
2. Right to bear arms
3. No compulsory housing of soldiers in private homes
4. Freedom from unreasonable search and seizures
5. Rights in criminal cases outlined
6. Rights to a speedy and public trial; right to a trial by jury
7. Rights in civil cases outlined
8. No excessive bail, or cruel or unusual punishment to be imposed
9. Rights not named in the Constitution shall not be denied
10. Powers not delegated by the Constitution nor prohibited by it to states are reserved to the states or people

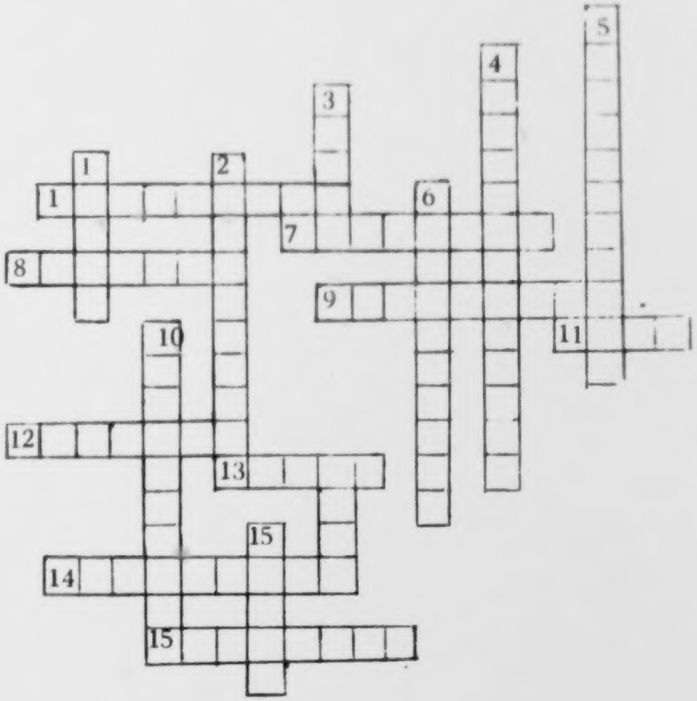
11. deals with lawsuits against states
12. outlines the election of senators
13. abolishes slavery
14. gives the civil rights of citizens
15. extends to Negroes the right to vote.
16. gives Congress the right to collect income taxes
17. outlines the election of senators
18. prohibits the selling of liquor
19. gives women the right to vote
20. deals with terms of the President and Congress
21. repeals prohibition
22. limits the President to two terms in office
23. extends voting privileges to District of Columbia
24. declares payment of poll tax not necessary to vote
25. outlines Presidential disability and succession
26. extends vote to 18-year-olds

Secondary Social Studies TITLE: Exploring the Constitution	TOPIC: Political Science	Student Activity Sheet	308-707 (103) D

To the student:

1. Study the Student Information Sheet making yourself familiar with the three parts of the U.S. Constitution. Note the ideas that are covered in each component. You may use the information sheet to complete the crossword puzzle.

2. When you have completed the crossword puzzle, put it in the place designated by your teacher.



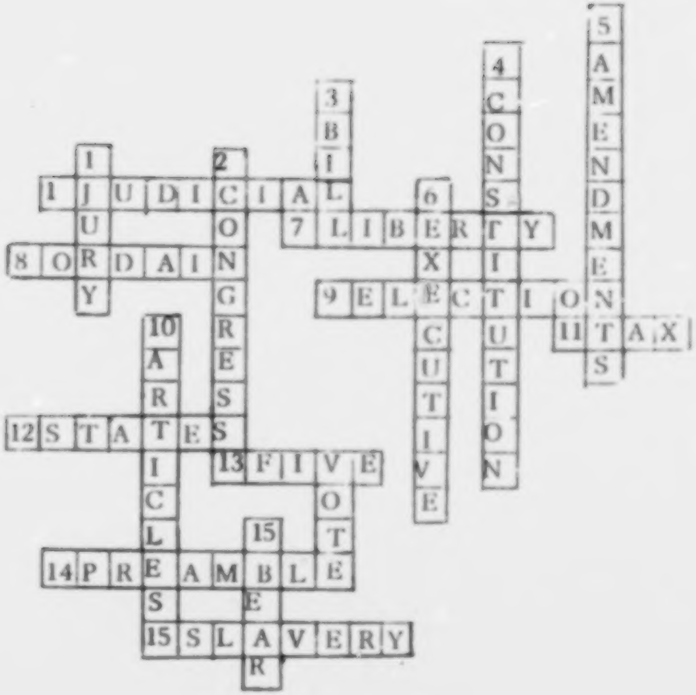
Across

1. The third article specifies the formation of the ___________ system.
7. The Preamble states that one reason for establishing the Constitution is to "Secure the blessings of ______...."
8. From the Preamble ______ ".... do ________ and establish this Constitution..."
9. Amendment 17 outlines the ________ of senators.
11. Amendment 16 gives congress the right to collect income _____.
12. Article 4 spells out the relation of the _____ to each other.
13. The procedure for Amending the Constitution is given in Article ________ (written out)
14. The first component of the Constitution is the _______.
16. Amendment 13 provides for the abolition of ___________.

Down

1. The 6th Amendment guarantees a U.S. citizen a trial by ________.
2. Amendment 20 gives the terms of the President and _________.
3. The first ten amendments are called the _____ of Rights.
4. In the Articles the __________ is named the supreme law of the land.
5. The third component of the Constitution is the _______.
6. One of the three branches of government set up by the Articles is the _______ branch.
10. The second part of the Constitution is the __________.
15. Amendment 2 guarantees the right to keep and ________ armies.

Key


1 JUDICIAL
1 JURY
2 CONGRESS
3 BILL
4 CONSTITUTION
5 AMENDMENTS
6 EXECUTIVE
7 LIBERTY
8 ORDAIN
9 ELECTION
10 ARTICLES
11 TAX
12 STATES
13 FIVE
VOTE
14 PREAMBLE
15 BEAR
15 SLAVERY

The students will list and identify the basic rights defined in the Bill of Rights. (402) (V)

Secondary Social Studies
TITLE: The Bill of Rights

TOPIC: Political Science
TIME SEGMENT: 25 minutes

308-708 (402)
D

INSTRUCTIONAL OBJECTIVE:

The students will list and identify the basic rights defined in the Bill of Rights.

MATERIALS:

Student Information Sheet
Student Activity Sheet (Masters included)
Texts, encyclopedias, etc.

EVALUATION:

The student will be able to identify to the teacher's satisfaction a basic right from the First Amendment as it functions in his life.

ADAPTATIONS:

This activity could be teacher-directed. Post the amendment or write it on the board and have a short discussion of the terms. The students will then be allowed a few minutes to write how the freedoms guaranteed by the amendment affect their lives.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for your students.
2. Before this activity is assigned, provide an adequate background of the Bill of Rights through reading and class discussion.

Congreſs of the United States

Skills:

308-876
308-877
308-825
308-827

Evaluation and Comments on Activity:

Students:________________________________

____

____

Teacher: ________________________________

____

____

Secondary Social Studies TITLE: The Bill of Rights	TOPIC: Political Science	Student Activity Sheet	308-708 (402) D

To the student:

1. Read the following statement and the First Amendment:

   The first ten amendments to the Constitution are called the Bill of Rights. The First Amendment contains several basic rights that affect us every day:

   "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; of abridging the freedom of speech, or of the press, or the right of the people peaceably toassemble, and to petition the Government for a redress of grievances."

2. From your reading and discussion, you should have a basic understanding of the Bill of Rights.

3. Look up any words with which you are not familiar and read the amendment over until you understand what it means.

4. Think through its meaning. How does it affect your life? Read any commentary you may have available on the First Amendment to aid you in your thinking: textbooks, encyclopedias, etc.

5. Using a separate piece of paper, write a paragraph. Tell how you are affected by one or more of the freedoms guaranteed in the First Amendment.

6. When you have finished, put your paper in the place designated by your teacher.

The students will distinguish between rights and responsibilities in American society. (402) (V)

Secondary Social Studies
TITLE: Rights and Responsibilities

TOPIC: Political Science
TIME SEGMENT: 1 class period

308-709 (402)
D

INSTRUCTIONAL OBJECTIVE:

The students will examine selected civil rights and will list possible responsibilities that go with the rights.

MATERIALS:

Student Information Sheet	Pages 1-3
Student Activity Sheet	
Reference materials or the Constitution (Masters included)	

EVALUATION:

The students will complete the activity to the satisfaction of the teacher.

ADAPTATIONS:

The teacher will feel free to adapt this activity to the needs of the class.

PROCEDURE:

1. Duplicate enough copies of the Student Information Sheet and the Student Activity Sheet for your students.
2. From selected reading and discussion, provide an adequate background for this activity.
3. Allow time for the students to complete the activity, first working through an example on the activity sheet with the students.
4. Using the Key, have the students correct the tables.
5. Have a follow-up discussion after students have completed the activity sheet.

Skills:

308-856
308-877

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Key

With exception on the amendment numbers, the answers here are suggestions only.

1. Freedom of assembly
   Amendment #1
   Restrictions or qualifications:
      Parades and rallies may require permits.
      Meetings in buildings must meet fire regulations as to the maximum number of people, seating arrangements, etc.
   Responsibilities:
      Any assembly must be peaceful and considerate of the rights of others.
      Citizens should support public meetings concerning public issues.
2. Right to Privacy
   a. Amendment #4
   b. Restrictions or qualifications:
      Search warrants can be obtained through the courts if sufficient reason is shown.
      Warrants also can be obtained for wiretapping if justification is shown.
      Many personal records are not covered under privacy legislation such as credit and bank records.
   c. Responsibilities:
      Individuals must respect the privacy of others.
      If in an official capacity, one has access to private information about others, it should not be shared with unauthorized people.
3. Freedom of Speech
   a. Amendment #1
   b. Restrictions or qualifications:
      One may not incite to riot, urge the commission of a crime, threaten a public official, advocate the overthrow of the government by force. etc.
   c. Responsibilities:
      Citizens should express their views in a socially acceptable manner. They should not slander or tell things about others that is not true.
      People should not hestitate to express their views and opinions. Evidence or facts should support any opinions held, etc.

4. The Right to Vote
   a. Amendments 15, 19, 24
   b. Restrictions or qualifications:
   Voters must meet residency, registration and age requirements of the state. In many states convicted felons are not allowed to vote.
   c. Responsibilities:
   Qualified citizens should exercise their right to vote for and against issues, propositions, and candidates, etc. They should also inform themselves with the data available on these issues.
5. Trial by Jury
   a. Amendment #6
   b. Requirements and qualifications:
   Trial by an impartial jury is required only in criminal cases. Civil cases do not require a jury trial.
   c. Responsibility
   A citizen should willingly serve on jury when called. When giving testimony a witness should respond truthfully to questions.
6. Freedom of Religion
   a. Amendment #1
   b. Restrictions or qualifications:
   A persons conduct or behavior prohibited by law cannot be excused on the basis that it is a religious practice (legally prohibited acts, use of drugs, etc.)
   c. Responsibilities :
   Responsibile people refrain from acts of intolerance and discrimination against those who choose not to believe as they do.
7. Due Process
   a. Amendment #5
   b. Restrictions and qualifications:
   Due process procedures may not be required in private organizations (business, clubs, churches, etc.)
   c. Responsibilities:
   Citizens should support due process procedures. Where legal due process procedures are not applicable, the citizen should support and use policies that call for equitable and just treatment of people.

8. Freedom of Press
   a. Amendment #1
   b. Restrictions and qualifications:
      See Freedom of Speech
   c. Responsibilities:
      It is a citizen's responsibility to exercise freedom of the press in a just and constructive manner. The same responsibilities apply to this right as apply to freedom of speech.

Secondary Social Studies TITLE: Rights and Responsibilities	TOPIC: Political Science	Student Activity Sheet	308-709 (402) D

To the student:

1. From your reading, discussion, and Student Information Sheet, you should have an understanding of civil rights and possible responsibilities that go with the rights.
2. Complete the table below by identifying the amendment of the Constitution which guarantees each civil right. Then identify the restrictions or qualifications of that right and also the responsibilities of the citizen that go along with it.
3. Assist in the correction of the tables.
4. Following the discussion and the completion of the activity, put your paper in the place designated by your teacher.

Civil Right	Amendment(s)	Restrictions or Qualifications	Responsibilities
1. Freedom of Assembly			
2. Right to Privacy			
3. Freedom of Speech			
4. Right to Vote			
5. Trial by Jury			
6. Freedom of Religion			
7. Due Process			
8. Freedom of Press			

The students will define the purpose and role of government in a constitutional republic. (103) (V)

Secondary Social Studies

TITLE: Constitutional Republic

TOPIC: Political Science

TIME SEGMENT: 1 class period

308-710 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify the critical elements of a constitutional republic and the role of government in it.

MATERIALS:

Student Activity Sheet
Answer key
(Masters included)

EVALUATION:

The Student Activity Sheet is to be completed to the satisfaction of the teacher.

ADAPTATIONS:

As an extension of this activity, the students might apply the criteria of a constitutional republic to governments in various parts of the world.

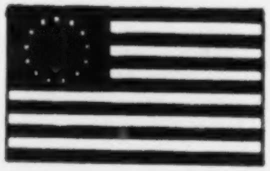
PROCEDURE:

To the teacher:

1. Duplicate copies of the Student Activity Sheet or write questions on the chalkboard.

2. Before this activity is assigned, the students should have a good understanding of a constitutional republic and the role of government in it.

3. Discuss findings with the students.



Skills:

308-827
308-877

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Constitutional Republic	TOPIC: Political Science	Student Activity Sheet	308-710 (103) D

To the student:

1. From your reading and discussion, you should have a good understanding of a constitutional republic and the role of government in it.

2. On a separate piece of paper, define the following words:

   a. government
   b. constitution
   c. republic
   d. authoritarianism

3. Using your answers to b and c above, explain what you think a constitutional republic is.

4. Is the United States a constitutional republic? Explain your answer.

5. What is the role of government in a constitutional republic?

6. How would an authoritarian government differ from government in a constitutional republic?

Secondary Social Studies TITLE: Constitutional Republic	TOPIC: Political Science	Answer Key	308-710 (103) D

1. Define the following words
   a. government - that which has control over an area such as a city, state or country.
   b. republic - a country in which citizens elect officials to make laws and run the government.
   c. constitution - the basic laws and rules of government. A plan of government.
   d. authoritarianism - a system of government where power is held by a single leader or small group not responsible to the people.
2. Using your answers to b & c above, explain what you think a constitutional republic is.
   a. constitutional republic is a country that has a constitution that provides for the representatives, or government, to be chosen by the people.
3. Is the United States a constitutional republic? Explain
   The United States is a constitutional Republic because its basic law, the constitution, provides for representatives to be elected by the people.
4. What is the role of government in a constitutional republic?
   Government is to govern according to the laws provided in the constitution and to carry out the laws made by the representatives of the people.
5. How would an authoritarian government differ from a constitutional republic?
   An authoritarian government does not depend on a constitution or the people for power.

The students will describe the difficulties in the formation of the American central government and define the role of compromise in the formation. (103) (V)

Secondary Social Studies

TITLE: Constitutional Compromise

TOPIC: Political Science

TIME SEGMENT:

308-711 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the difficulties in the formation of the American central government and define the role of compromise in the formation.

MATERIALS:

Student Information Sheet	Pages 1, 2
Student Activity Sheet	Pages 1-3
Texts, encyclopedias, etc.	
(Masters included)	

EVALUATION:

Students will be able to discuss to the satisfaction of the teacher the problems the colonists faced in drafting the Constitution and identify at least three major compromises that were made.

ADAPTATIONS:

The teacher will feel free to adapt this activity to the special needs of the class.

PROCEDURE:

Bill of Rights

To the teacher:

1. Duplicate enough Student Information Sheet and Student Activity Sheets for the students.
2. From selected reading and discussion, the students should be given a background in the formation of the American central government and the role of compromise in the formation.
3. Direct the students to read the Student Information Sheet or present this information to the class as background for the objective.
4. Divide the class into three groups for the simulation activity. Give each group the Student Activity Sheet and allow time to prepare for the Constitutional Convention activity.
5. Stage a mock Constitutional Convention with the total class. Three groups will represent their group's interests and views. Appoint or have each group elect a chairman and recorder. Then have each group begin the task of forming a new government and drafting a constitution for that government.
6. In summary, help the group identify compromises that were made in the process.

Skills:

308-853
308-856
308-877

Evaluation and Comments on Activity:

Students: ____________________

Teacher: ____________________

Secondary Social Studies TITLE: Constitutional Compromise	TOPIC: Political Science	Student Information Sheet Page 1	308-711 (103) D

The Revolutionary War was over. The newly independent colonies found themselves in a very critical period. Each of the thirteen colonies had been functioning like small independent countries. Each had its own government, money system, and even military force.

Some colonial leaders sensed a need to unite under some form of central government. A very weak form of centralized government had been functioning under the Articles of Confederation. Many colonies favored continuing under this government. They feared losing some of their independence and freedom under a stronger form of centralized government.

As the delegates to the Constitutional Convention gathered in Philadelphia in 1787, they faced the challenge of revising the Articles of Confederation to fit the new needs of the independent colonies. Several of the leaders saw beyond the immediate needs of the time and envisioned a new constitution to create a single nation out of the thirteen colonies.

Many important questions needed answering. The debates became heated and very intense. Many delegates became angry and left the convention in disgust. In fact, of the 54 delegates who were originally sent to Philadelphia, only 38 signed the finished document. There were those who favored a strong central government with limited powers to the states. On the other hand, some preferred that the states have the strongest powers and rights with limited power going to the central government.

In addition, problems of representation caused many hours of long debate. Should the small states have the same representation as the large states? Was each state to have only one vote? How should representatives be selected? After months of debate, a compromise was reached. The new Congres would be made up of two houses. The Senate would make the large and small states equal. Two senators would represent each state in this body. The House of Representatives would be based on population.

Several compromises also had to be reached between the northern and southern states concerning how the slaves should be counted. The result was that three-fifths of the slaves in a state would be counted for representation. The North and South also disagreed over the control of foreign commerce. The resulting compromise was that Congress would have the power to tax imports, but not exports.

Other compromises were needed on methods of election of officials. The resulting compromise was that each state was allowed to set qualifications for voting. Representatives would be elected directly by the citizens while senators would be chosen by state legislatures. The president and vice-president would be chosen indirectly through an electoral college where each state had an assigned number of votes representing its population.

Out of the debate and compromise came a unique system of government. Many people thought it was a foolish attempt and that it would never work. This Constitution is now over 190 years old and remains basically unchanged. Our system is not perfect, but it has stood the test of time. Our form of government has held up under very critical times. The "bundle of compromises" that became the United States Constitution has proved to be a safeguard of individual liberties and freedoms while providing for a strong central government for our country.

Secondary Social Studies TITLE: Constitutional Compromise	TOPIC: Political Science	Student Activity Sheet Page 1	308-711 (103) D

Simulation Data

Group One - Wealthy Land Owners

A nuclear disaster has destroyed most of the world as you know it. You and a handful of other people have survived and managed to escape on a small boat. You have discovered a small island in the middle of the ocean where you can begin life all over again.

You have spent your life as wealthy land owners, growing corn, wheat, vegetables, cotton, and other important crops. This is the only life you have known. You have become accustomed to many people working your land while you used your management skills to direct the work and make the important decisions of when and how much to plant, etc.

This island appears to be a very fertile place. There are some areas that are more acceptable for raising crops than others. There is an abundant water supply.

With your group of **fellow land owners**, discuss the needs for establishing a government that would allow you and the other people who have escaped to live together in harmony.

1. How will the land be divided? Who will live where?
2. What crops can be raised? Who will raise them?
3. How much government is needed to live together peacefully?
4. What individual rights will you want to protect?
5. What kind of representation will be needed in the government?

With this kind of background for your group, conduct a meeting with the other two groups of people who are on this island and stage a Constitutional Convention where you write the foundation for government for this new land. Remember you are representing the views of your assigned group. Keep your interests in mind during all discussions.

Simulation Data
Group Two - Business Men

A nucleaar disaster has destroyed most of the world as you know it. You and a handful of other people have survived and managed to escape on a small boat. You have discovered a small island in the middle of the ocean where you can begin life all over again.

You have spent your life as a business man. Your group has managed and owned various shops selling food stuffs, clothes, furniture, etc. This is the only life you have known.

This island has abundant supplies of natural resources. Many tropical and semi-tropical fruits are growing there. There is also an abundance of fish and sea food.

With your group of fellow businessmen, discuss the needs for establishing a government that would allow you and the other people who have escaped to live together in harmony.

1. How will the land be divided? Who will live where?

2. What crops can be raised? Who will raise them?

3. How much government is needed to live together peacefully?

4. What individual rights will you want to protect?

5. What kind of representation will be needed in the government?

With this kind of background for your group, conduct a meeting with the other two groups of people who are on this island and stage a Constitutional Convention where you write the foundation for government for this new land. Remember, you are representing the views of your assigned group. Keep your interests in mind during all discussions.

Secondary Social Studies TITLE: Constitutional Compromise	TOPIC: Political Science	Student Activity Sheet Page 3	308-711 (103) D

Simulation Data
Group Three - Laborers (skilled and unskilled)

A nuclear disaster has destroyed most of the world as you know it. You and a handful of other people have survived and managed to escape on a small boat. You have discovered a small island in the middle of the ocean where you can begin life all over again.

You have spent your life as laborers. Your group has had experience working on farms as well as in factories. You have skills in working with your hands as carpenters, plumbers, electricians, etc. This is the only life you have known.

This island has abundant natural resources and appears to be a very fertile place. There are some food supplies available such as tropical fruits and sea foods. There is an abundance of trees for lumber and the water supply is good.

With your group of fellow laborers, discuss the needs for establishing a government that would allow you and the other other people who have escaped to live together in harmony.

1. How will the land be divided? Who will live where?

2. What crops can be raised? Who will raise them?

3. How much government is needed to live together peacefully?

4. What individual rights will you want to protect?

5. What kinds of representation will be needed in the government?

With this kind of background for your group, conduct a meeting with the other two groups of people who are on this island and stage a Constitutional Convention where you write the foundation for government for this new land. Remember you are representing the views of your assigned group. Keep your interests in mind during all discussions.

The students will be able to analyze graphs, charts, tables, diagrams, time lines, and cartoons. (103)

Secondary Social Studies

TITLE: Analyzing Charts and Graphs

TOPIC: Geographic Skills

TIME SEGMENT: Geographic Skills

308-801 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will be able to analyze graphs, charts, tables, diagrams, time lines, and cartoons.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Examples of graphs, charts, tables, diagrams, time lines, and cartoons

EVALUATION:

The student will be able to analyze to the satisfaction of the teacher charts, tables, graphs, diagrmas, time lines, and cartoons for specific information.

ADAPTATIONS:

Learning centers could be used for each of the different kinds of graphs, charts, tables, diagrams, time lines, and cartoons.

PROCEDURE:

To the teacher:

1. Provide various types of graphs, charts, tables, time lines, etc. for students to analyze.
2. Duplicate or make transparencies of the Student Information Sheet.
3. Help the students to analyze each example that is pictured on the sheet.
4. Be sure the students understand the kinds of information that the examples explain.
5. Have the students do the activities on the Student Activity Sheet.
6. Provide a place for the students to put their assignments.

KEY:

Page 1

	Air Mileage	Air Fare
Seattle to San Francisco	680	$ 6.80
San Francisco to Honolulu	2390	23.90
Honolulu to Manila	5300	53.00
Manila to Shanghai	1150	11.50
Shanghai to Cairo	5190	51.90
Cairo to Lisbon	2360	23.60
Lisbon to Cape Town	5330	53.30
Cape Town to London	6010	60.10
London to New York	3460	34.60
New York to Seattle	2410	24.10
		$342.80

Page 2

1. Yes, the Celts
2. England
3. Scotland and England were invaded by soldiers of the Roman Empire.
4. The Vikings.
5. More - they defeated the Vikings.
6. Ireland
7. They both became part of the United Kingdom.

Skills:

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Analyzing Charts and Graphs	TOPIC: Geographic Skills	Student Information Sheet Page 1	308-801 (103) D

Many ideas are hard to understand if just words are used. Some ideas need pictures to make their meanings plain. Pictures, charts, and tables organize information so that it is clearly and concisely visible.

There is no limit to the types of charts, tables, and pictures that are available. These devices tell such things as mileage between places, bus schedules, profits and losses, pay scales, events in history, and even grade ranges for school classes and the average heights and weights of children.

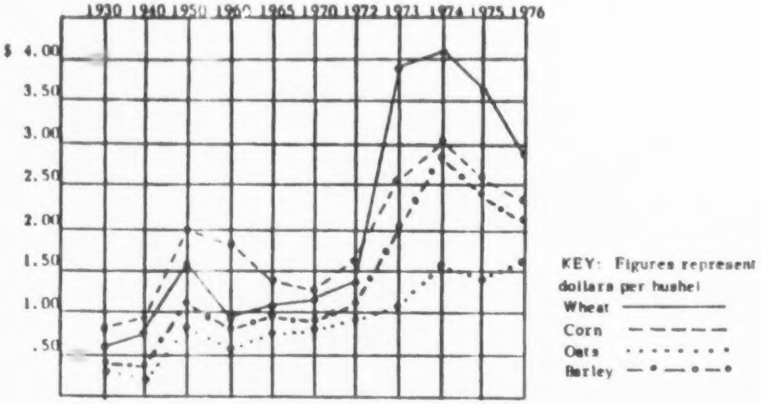
The title of a chart tells what it is about. The chart usually includes a key to the abbreviations on it and an explanation that tells what to do to make the chart work for you. Many charts have a row of labels across the top and a row of numbers letters, or other labels down the left side. To read such charts, one needs to put a finger of one hand on the desired label at the top. Then one puts a finger of the other hand on the desired label on the left side. By bringing the first hand straight down and the second straight across until the two meet, the specific information is found. Charts, pictures, and tables are designed to give a large amount of information in a small space, and to provide facts that are easily and quickly discernable.

There are different kinds of graphs. Each graph is used in making certain kinds of comparisons. Bar graphs and line graphs can show most comparisons. They are used for showing changes between groups and changes in the same group. Picture graphs are used for showing number comparisons of the same thing. Circle graphs or pie graphs can show how parts of a whole thing relate to each other. They can be used to show how money is spent, or how time is used. They are used to show how the parts are a percentage of the whole thing.

A handy way to see history at a glance is to take a look at a time-line chart. Time-line charts can show such things as cultural, exploratory, or religious conditions during various periods of history.

These charts are constructed with many different formats, but there is always one strand that shows years or periods of time. This arrangement allows one to see what is accuring id different geographic or cultural areas in the same period of time.

Here is a line graph that shows the price rise that has taken place in some agricultural products between 1930 and 1976.



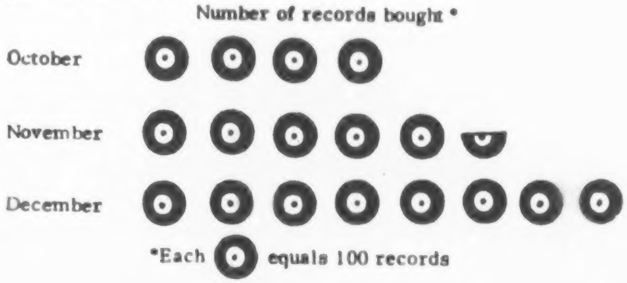
NATIONAL OUT-TO-LUNCH PREFERENCE CHART*

Fast Food Chain	Adults over 40	Adults 20-40	Teenagers 13-19	Children 4-12
McDougall's (hamburgers)	15%	11%	19.5%	24.6%
Bee's (hamburgers)	13%	10%	24%	23.4%
Burger Queen (hamburgers)	12.5%	23%	16.5%	12%
Windy's (hamburgers)	11.5%	24%	14%	15%
Sargeant Flanders (chicken)	40%	15%	6%	20%
Taka Taco (Mexican)	8%	17%	20%	5%

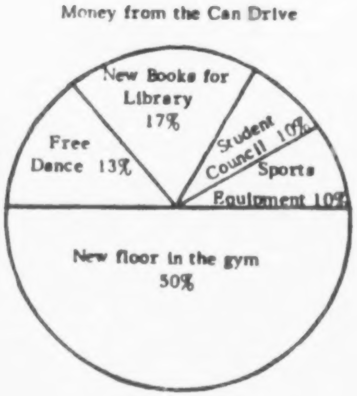
In a poll of 1,000,000 individuals the following preferences (given in percents) were shown. The chart tells the fast-food preferences of people in various age groups.

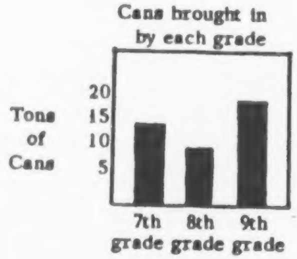
(* This preference poll, including the fast food chain names, is fictional in its entirety.)

Jill wrote a report. It was about the number of records kids bought in the store she worked in for three months. Here is the graph she made:



South Junior High had an old can drive. The seventh, eighth, and ninth grades held a contest to see which grade could bring in the most old cans. When the cans were sold, the school got $1,000. The graphs below shows how the school spent the sum and which grade won the contest.





Secondary Social Studies TITLE: Analyzing Charts and Graphs	TOPIC: Geographic Skills	Student Activity Sheet	308-801 (103) D

To the student:

1. You live in Seattle, Washington, and are planning a trip around the world. You will fly from place to place at the unheard of price of one penny per mile. You will be able to live free-of-charge wherever you land. The only problem is that you have only $350.00 to spend on the trip.

2. Here are the cities you want to visit:

Capetown
London
Manila
Honolulu
San Francisco
London
Lisbon
Shanghai
New York

Air Miles between Cities

	Berlin	Bombay	Cairo	Calcutta	Cape Town	Hong Kong	Khabarovsk	Lisbon	London	Manila	Moscow	Shanghai	Singapore	Sydney	Tokyo
Auckland	11030	7640	10100	6950	7280	5680	6380	12180	11390	4980	10060	5830	5230	1340	5500
Berlin		3910	1800	4370	5980	5440	4670	1440	580	6130	1000	5220	6170	10010	5540
Bombay			2710	1030	5120	2680	3980	4990	4470	3190	3130	3130	2430	6320	4190
Cairo				3540	4500	5060	5260	2360	2180	5700	1800	5190	5140	8950	5940
Calcutta					6020	1650	3110	5640	4950	2200	3320	2120	1800	5690	3190
Cape Town						7380	9100	5330	6010	7490	6300	8060	6010	6840	9160
Hong Kong							2150	6850	5980	690	4440	760	1610	4580	1790
Khabarovsk								6030	5040	2410	3820	1390	3750	5790	910
Lisbon									990	7550	2430	6650	7390	11300	6920
London										6670	1560	5720	6750	10560	5940
Manila											5130	1150	1480	3940	1870
Moscow												4240	5240	9010	4650
Shanghai													2370	4900	1100
Singapore														3920	3300
Sydney															4870

	Tokyo	Seattle	San Francisco	Rio de Janerio	New York	Moscow	Manila	London	Lisbon	Honolulu	Panama	Chicago	Calcutta	Cairo	Buenos Aires
Seattle	4780														
San Francisco	5140	680													
Rio de Janerio	11530	6890	6620												
New York	6740	2410	2570	4820											
Moscow	4650	5200	5870	7180	4670										
Manila	1870	6640	6970	11260	8500	5130									
London	5940	4790	5360	5770	3460	1500	6670								
Lisbon	6920	5200	5670	4800	3360	2430	7550	990							
Honolulu	3850	2680	2390	8290	4960	7040	5300	7230	7820						
Panama	8400	3610	3290	3330	2200	6700	10250	5270	4770	5210					
Chicago	6300	1740	1860	5300	710	4970	8140	3950	3990	4250	2290				
Calcutta	3190	7230	7810	9380	7920	3320	2200	4950	5640	7050	10080	7980			
Cairo	5940	6820	7360	6150	5600	1800	5700	2180	2360	8840	7140	6130	3540		
Buenos Aires	11410	6910	6470	1200	5300	8380	11050	6920	5950	7560	3350	5600	10270	7350	
Auckland	5500	7010	6530	7620	8820	10060	4980	11390	12180	4400	7450	8200	6950	10300	6430

Chart 1

3. The chart above will help you figure out the air mileage between these cities. To read the chart, you must pick a city from a column, (columns go from the top to the bottom of the chart), and one from a row (rows go from left to right on the chart). Following the row line along to the point at which it meets the column line gives you the mileage between those two cities. (Example: Moving right on the Bombay line to the Shanghai column, you will find the distance is 3130 miles.) At one cent per mile, 3130 miles x .01 (one cent) = $31.30. The ticket charge is thirty-one dollars and thirty cents.

4. Using the chart, arrange your itinerary (the route you will go) in such a way as to enable you to have enough money to visit all the cities listed. Remember to allow yourself enough money for your flight back to Seattle.

5. List the cities in the order you will visit them, the miles between each city, and the total mileage you will travel by air.

Secondary Social Studies TITLE: Analyzing Charts and Graphs	TOPIC: Geographic Skills	Student Activity Sheet Page 2	308-801 (103) D

6. Prepare a one-page report that deals with the development of Scotland, Ireland, and England. Write your report following the time-line chart below.

7. Answer the questions using the time-line chart:

   a. Do England, Scotland, and Ireland have a common ancestory? If so, who?
   b. Which country experienced the Celtic invasion first?
   c. Between the years 43 A.D. and 1066 A.D., which two lands shared a common invasion? By whom were they invaded?
   d. During the same period, who was Ireland fighting?
   e. Was Ireland more or less successful than the other two lands following their fight with the above enemy?
   f. The Christianity that was brought to the three lands became Catholicism. Which country maintained this religion as a State Church throughout the time chart?
   g. What finally happened to Scotland and Ireland as countries?

TIME LINE CHART

	700 - 300 B.C.	43 A.D. - 600 A.D.	795 - 1066 A.D.	1200 - 1603 A.D.	1690 - 1801 A.D.
SCOTLAND	Invaded by Celts	Attacked by Romans Christianity brought by St. Columba Roman invasion ends	Ken. McAlpin unifies Scotland	Victory by Bruce at Brannockborn England recognizes Scotland as a nation Presbyterianism is national religion Scotland and England unified by James I	Scotland becomes part of United Kingdom England puts down 1st Jacobite rebellion 2nd rebellion put down
IRELAND	Invaded by Celts	Christianity brought by St. Patrick	Viking invasion Vikings defeated	Henry VIII forces Ireland to declare him King	Ireland, under James II defeated at Boyne by the British Potato famine kills 750,000 Ireland joins United Kingdom
ENGLAND	Invaded by Celts	Conquered by Romans Christianity brought by St. Augustine Roman Conquest ends	Norman Conquest	Magna Carta signed Henry VIII becomes head of the Church of England England and Scotland unified by James I	Parliament passes Bill of Rights Defeated by Americans

BEST COPY AVAILABLE

With the use of a map or globe, the students will identify home, city, state, and nation, land and water masses. (103)

Secondary Social Studies
TITLE: Identifying Water Masses

TOPIC: Geographic Skills
TIME SEGMENT: 25 - 35 minutes

308-802 (103)
D

INSTRUCTIONAL OBJECTIVE:

With the use of a map or globe, the students will identify home, city, state, and national land and water masses.

MATERIALS:

Student Activity Sheet
(Master included)
Resource Materials

EVALUATION:

The student will be able to identify specific land and water masses to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may use this activity in a learning center format. The teacher may use this activity in a small group format.

PROCEDURE:

To the teacher:

1. Provide a national map or globe which students can use.
2. Read through the activity with the students.
3. Review the activity with the students.

Skills:

Evaluation and Comment . on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Identifying Water Masses	TOPIC: Geographic Skills	Student Activity Sheet	308-802 (103) D

Use the map or globe. Identify the following and write down where each is located.

1. The nearest lake to you.
2. The nearest island to your home.
3. The nearest mountain range to your home.
4. The largest city in Illinois.
5. The largest ocean in the world.
6. A city on the shores of an inland sea.
7. A national park in Utah.
8. A state with many lakes.
9. A large lake in the south.
10. A state recreational area.

The students will find specific locations, using city, state, and national maps and interpret their symbols. (103)

Secondary Social Studies
TITLE: Finding Locations

TOPIC: Geographic Skills
TIME SEGMENT: 40 to 45 minutes

308-803(103)
D

INSTRUCTIONAL OBJECTIVE:

The students will find specific locations using city, state, and national maps and interpret their symbols.

MATERIALS:

Student Activity Sheet Pages 1-3
(Masters included)

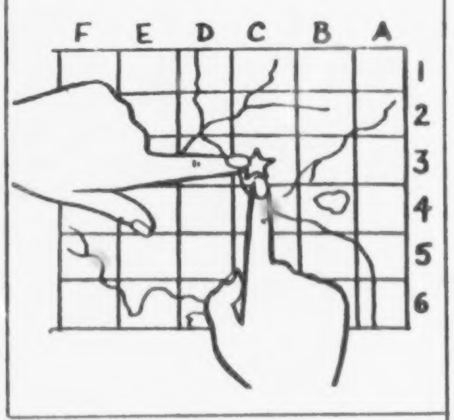
EVALUATION:

The students will be able to find specific locations using city, state, and national maps and interpret their symbols.

ADAPTATIONS:

This material may be used in a learning center format.

PROCEDURE:



To the teacher:

1. Make copies of the Student Activity Sheets.

2. Give each student a copy of the Student Activity Sheets. Provide students with paper.

4. Have the students complete the activities listed on the Student Activity Sheet.

5. Provide a place for the students to put their completed work.

Skills:

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies
TITLE: Finding Locations
TOPIC: Geographic Skills
Student Activity Sheet Page 1
308-803(103)
D

To the student:

Mapmakers use coordinates to help map readers find specific locations. To make coordinates, mapmakers place numbers across the top of the map and letters down one of the sides. The coordinates of a place are then found by observing what number is approximately above a given place and what letter is approximately to the side of a place. Look at Map A on Student Activity Sheet page 2. The Tonawanda region of Buffalo is at the top center of the map. The coordinates of Tonawanda would be A-4.

1. Put your name on a piece of paper. Read the information above. Use the maps on the following pages to complete the activities.

2. Find the coordinates of the following locations on Map A. Write the coordinates on your paper.

   a. North Airport
   b. Bowmansville
   c. South Park
   d. Maple Road Cemetery
   e. Peace Bridge
   f. Intersection of Highway 290 and Niagra Falls Boulevard
   g. Sloan
   h. South Airport
   i. Ridgemont
   j. Fort Erie Nat'l Monument
   k. Erie Beach Park
   l. Intersection of Sacajaquida Expressway and Main Street

3. Look at Map B. Find the coordinates of the following locations. Write the coordinates on your paper.

   A through G - each of the cities with populations over 18,000
   H through K - each of the airports
   L - The cave closest to Pacific, Missouri

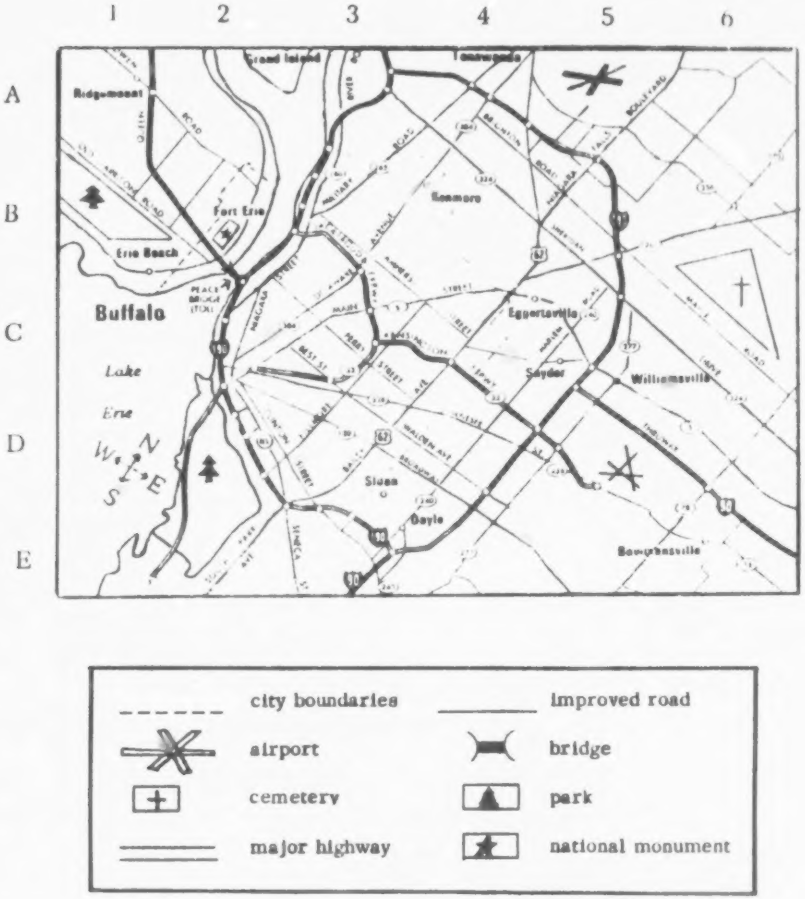
4. Look at Map C. Find the coordinates of the following locations. Write the coordinates on your paper.

   a. the capital of Washington
   b. the capital of New Mexico
   c. the capital of Montana
   d. the capital of California
   e. the capital of Wyoming
   f. the capital of Arizona
   g. the capital of Idaho
   h. the capital of North Dakota
   i. the capital of Nevada
   j. the capital of Colorado
   k. the capital of South Dakota
   l. the capital of Utah
   m. the highway number of coordinates F-3
   n. the highway number of coordinates L-7.

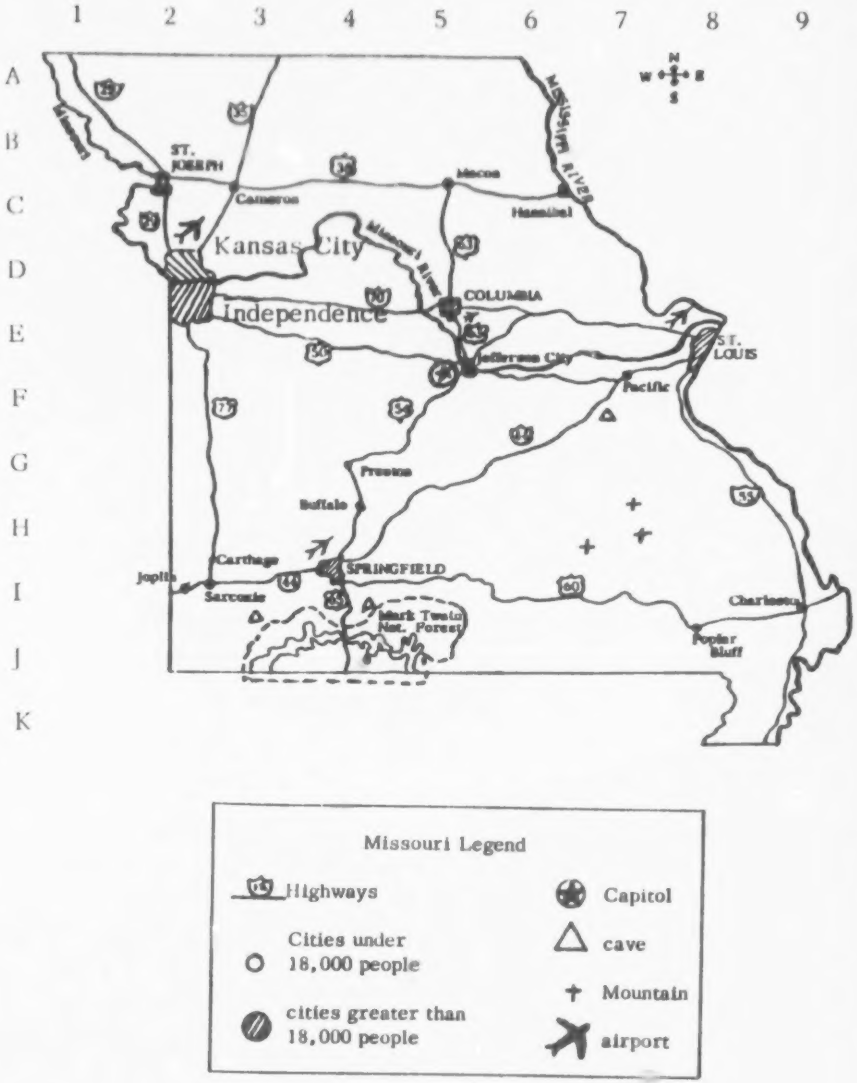
5. Put your completed work in the place set aside by your teacher.

Student Activity Sheet 2

Map A

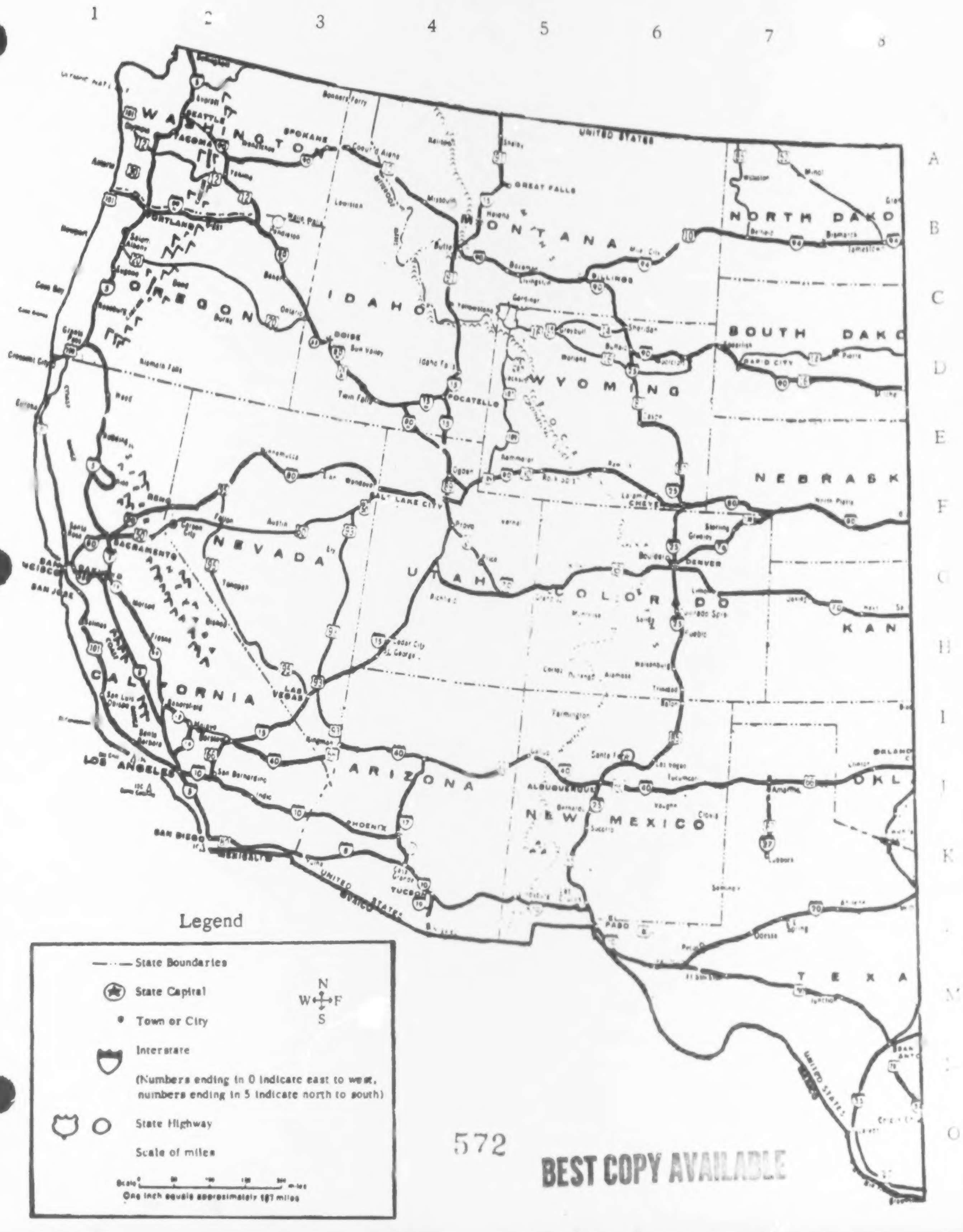

1
2
3
4
5
6
A
B
C
D
E
Grand Island
Tonawanda
Ridgemount
Fort Erie
Erie Beach
Buffalo
Lake
Erie
Kenmore
Eggertsville
Snyder
Williamsville
Sloan
Cayle
Bowmansville
N
W
E
S
city boundaries
improved road
airport
bridge
cemetery
park
major highway
national monument

Map B


1
2
3
4
5
6
7
8
9
A
B
C
D
E
F
G
H
I
J
K
N
W
E
S
ST. JOSEPH
Cameron
Macon
Hannibal
Kansas City
Independence
COLUMBIA
Jefferson City
ST. LOUIS
Pacific
Preston
Buffalo
Carthage
Joplin
Sarcoxie
SPRINGFIELD
Mark Twain Nat. Forest
Charleston
Poplar Bluff
Missouri River
Mississippi River
Missouri Legend
Highways
Capitol
Cities under 18,000 people
cave
Mountain
cities greater than 18,000 people
airport

Map C

Western United States


1
2
3
4
5
6
7
8
A
B
C
D
E
F
G
H
I
J
K
M
O
WASHINGTON
OREGON
IDAHO
MONTANA
NORTH DAKO
SOUTH DAKO
WYOMING
NEBRASK
NEVADA
UTAH
COLORADO
KAN
CALIFORNIA
ARIZONA
NEW MEXICO
OKL
TEXA
UNITED STATES
MEXICO
SEATTLE
TACOMA
SPOKANE
PORTLAND
BOISE
POCATELLO
GREAT FALLS
BILLINGS
RAPID CITY
CHEYENNE
DENVER
SALT LAKE CITY
RENO
SACRAMENTO
SAN FRANCISCO
SAN JOSE
LAS VEGAS
LOS ANGELES
SAN DIEGO
PHOENIX
TUCSON
ALBUQUERQUE
EL PASO
Legend
State Boundaries
State Capital
Town or City
Interstate
(Numbers ending in 0 indicate east to west, numbers ending in 5 indicate north to south)
State Highway
Scale of miles
Scale 0 50 100 150 200 miles
One inch equals approximately 187 miles
N
W
E
S

BEST COPY AVAILABLE

The students will use road atlases and road maps to plan a route to a given destination. (103)

Secondary Social Studies

TITLE: Planning a Route

TOPIC: Geographic Skills

TIME SEGMENT:

308-804 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will use road atlases and road maps to plan a route to a given destination.

MATERIALS:

Student Activity Sheet (Master included)
Resource Materials
Atlas
Road Maps

EVALUATION:

The student will be able to use atlases and maps to plan a route to a given destination to the satisfaction of the teacher.

ADAPTATIONS:

This could be put in a learning center.

PROCEDURE:

To the teacher:

1. Use available atlases and road maps.
2. Show students how to use a typical map legend.
3. Give them an example of how you'd plan a trip to Edmonton, Alberta, Canada.
4. Assign students to complete the activity.

Kenmore
Eggertsville
Snyder
Williamsville
NIAGARA
FALLS
BOULEVARD
SHERIDAN

Skills:	Evaluation and Comments on Activity: Students: ____________________ ____________________ ____________________ Teacher: ____________________ ____________________ ____________________

To the student:

1. You are going to take a summer vacation with a group of your friends. You want to drive to Seattle, Vancouver, British Columbia, and San Francisco. Using your road maps and atlases you have available, map out your route and turn it in to your teacher.

2. Plan another trip, this time to the east coast. Make stops in three cities. Write down your route and turn it in.

The students will compare various maps to identify which type is most appropriate to show the geographic setting of historical and current events. (103)

Secondary Social Studies

TITLE: Maps For Historical and Current Events

TOPIC: Geographic Skills

TIME SEGMENT:

308-805 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will compare various maps to identify which type is most appropriate to show the geographic setting of historical and current events.

MATERIALS:

Student Activity Sheet Pages 1,2
Map activity sheets Pages 1,2, and 3
Paper
(Masters included)

EVALUATION:

The students will determine which current and historical events go with various maps.

ADAPTATIONS:

This material may be used in a learning center format.

PROCEDURE:

To the teacher:

1. Make copies of the Student Activity Sheets and the map activity sheets for those students participating.

2. Give each student a copy of the Activity Sheets and the map activity sheets.

3. Provide the students with paper.

4. Have the students complete the activities listed on the Student Activity Sheets.

5. Designate a place for the students to leave their completed work.

Allies ☐
Central Powers ■
Neutral ▨

Skills:

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Maps for Historical and Current Events	TOPIC: Geographic Skills	Student Activity Sheet Page 1	308-805 (103) D

To the student: Put your name on a piece of paper and on the map activity sheets. Complete the following activities:

A. Maps are often used by newspaper editors to show where current events took place. Look at map activity sheet 1. Pretend that you are the editor of an important newspaper. You must decide which maps to use for the days news stories. Write the map # next to the appropriate news story on your paper.

1. An oil spill off the Florida coast.
2. A high speed chase in Jefferson City, Missouri.
3. Governor of Missouri visits several towns on campaign tour.
4. Several banks robbed in Jacksonville, Florida.
5. Controversy rages over transportation of toxic wastes from St. Joseph to Popular Bluff.
6. Oil tankers collide on the St. James River.
7. Rescuers search for downed plane in Eastern Florida.
8. Flooding along the Missouri River endangers Missouri State Capital.
9. Voting districts in Jacksonville to be realigned.
10. Dangerous intersections identified in Jefferson City.
11. Several tornadoes touch down in Missouri.
12. Fire ravages area between Jaspar and Jekyll Island.

B. Maps are frequently used to show the setting of historical events. Look at map activity sheet 2. Pretend that you are the media director of a large library. You need to cross reference these maps to the appropriate materials listed in your card catalog. Write the map # next to the materials they apply to on your paper. (More than one map may apply to each material)

1. World History 1765 to the Present
2. The Electoral College System
3. Explorers and Colonizers of Europe.
4. The Rise and Fall of the British Empire
5. The Wilson Presidency
6. The Economic Power of the British Commonwealth
7. A History of Global Conflicts
8. The Exploration of the New World
9. Neutrality and its Consequences

10. Democratic Party Victories
11. Magellan and his Contemporaries
12. Canada - Its Roots

C. Map activity sheet 3 contains three maps. Pick the appropriate maps and change, color, or add to them to depict the following events:

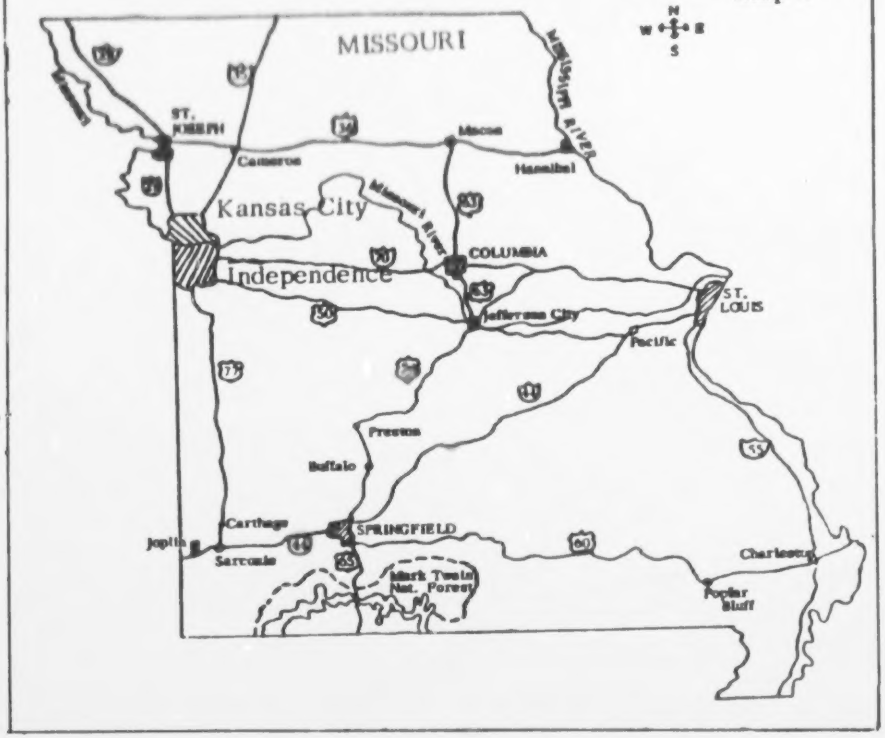
1. The formation of the North Atlantic Treaty Organization. The following countries joined together in the 1950's to form NATO, Belgium, Canada, Denmark, France, Great Britain, Greece, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, Turkey, the United States, and West Germany.

2. A severe earthquake rocks the Salt Lake Valley. Buildings and homes in the East Mill Creek area were demolished. Fires broke out near broken gas mains along 4500 So., 2700 So., 3300 So., and along the Van Winkle Expressway. Emergency aid stations were set-up at Highland Drive and 3900 So., and at 5600 So. and State Street.

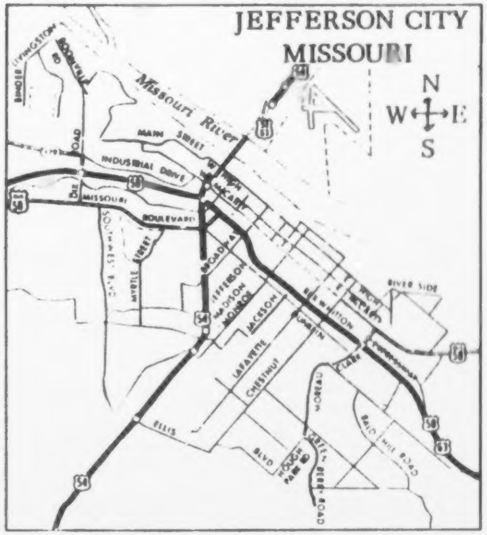
3. The Civil War begins. Alabama, Arkansas, Florida, Georgia, Louisianna, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia left the Union. Connecticut, Delaware, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont and Wisconsin united to fight the rebellious states.

4. Put your completed work and maps in the place designated by your teacher.

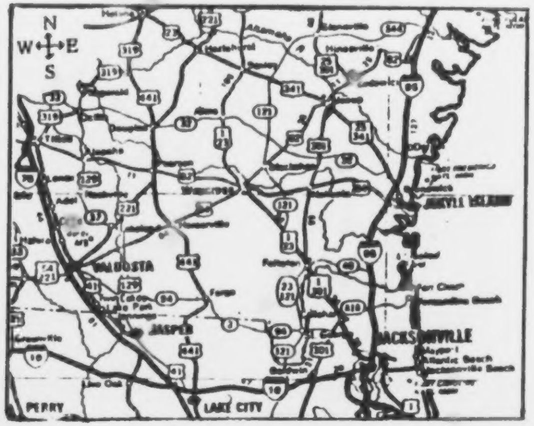
Map 1


MISSOURI
N
W
E
S
St. Joseph
Cameron
Macon
Hannibal
Kansas City
Independence
Columbia
Jefferson City
St. Louis
Pacific
Preston
Buffalo
Carthage
Joplin
Sarcoxie
Springfield
Mark Twain Nat. Forest
Charleston
Poplar Bluff
Missouri River
Mississippi River
36
63
70
50
54
44
71
55
60
65

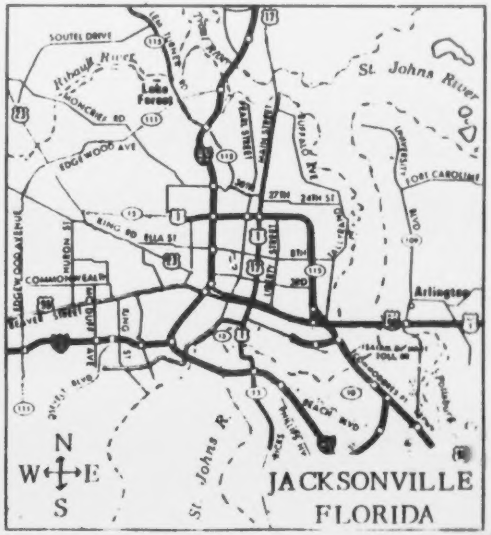
Map 2


JEFFERSON CITY
MISSOURI
N
W
E
S
Missouri River
Main Street
Industrial Drive
Missouri
Boulevard
Broadway
Jefferson
Madison
Monroe
Jackson
Lafayette
Chestnut
Ellis
Blvd
River Side
54
50
63

Map 3


N
W
E
S
Valdosta
Jasper
Lake City
Perry
Jacksonville
Jekyll Island
Waycross
Atlantic Beach
Jacksonville Beach
10
75
84
221
441
90
301
17
1
95

Map 4

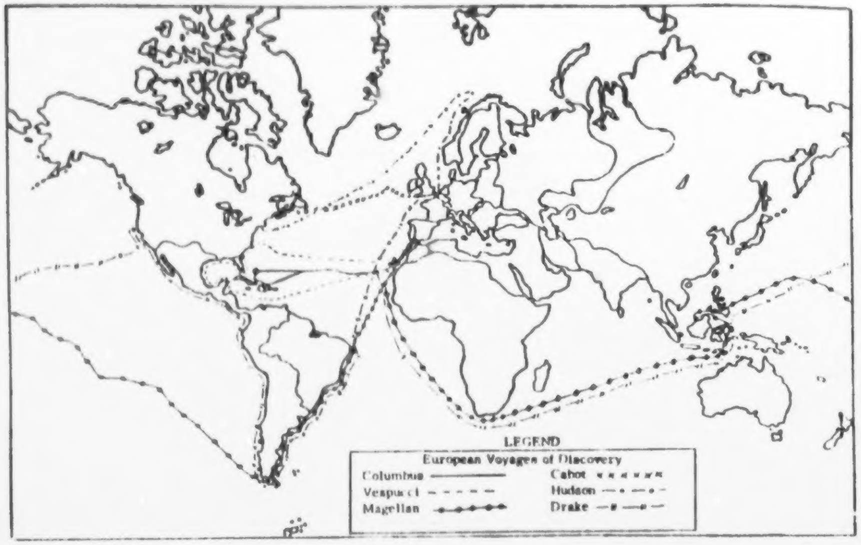

Soutel Drive
Ribault River
Lake Forest
Moncrief Rd
Edgewood Ave
St. Johns River
Kings Rd
Ella St
Commonwealth
Edgewood Avenue
Beaver Street
Main Street
27th
24th St
8th
Arlington
University Blvd
Fort Caroline
St. Johns R.
N
W
E
S
JACKSONVILLE
FLORIDA
1
17
10
90
115

BEST COPY AVAILABLE

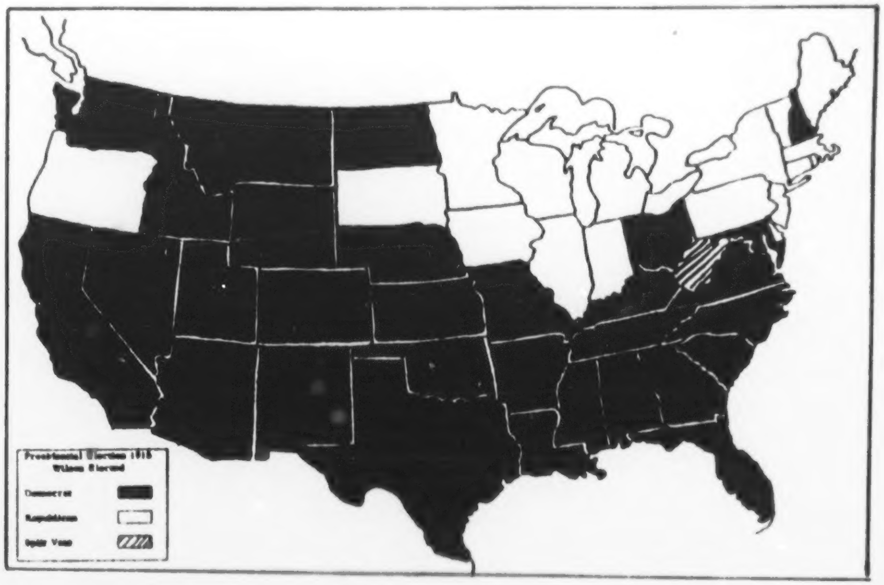
Map Activity Sheet 2

Map 5

The World 1492 - 1610

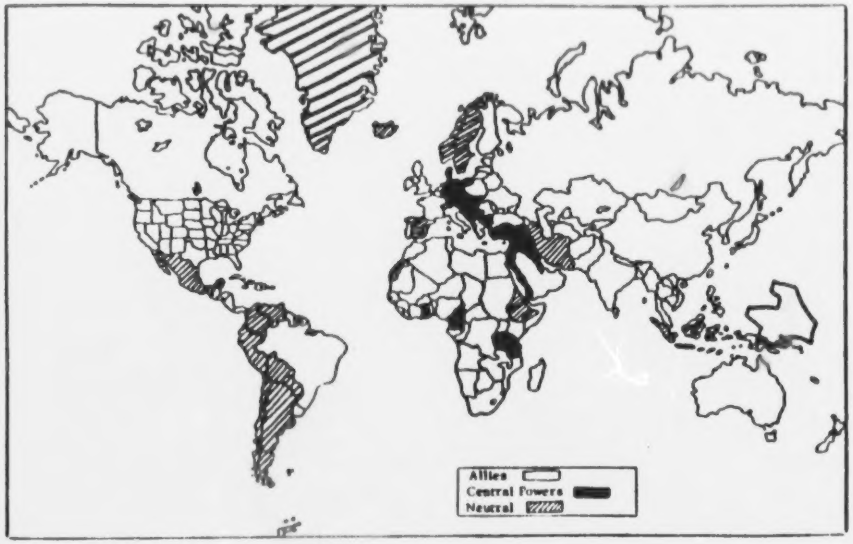

LEGEND
European Voyages of Discovery
Columbus
Cabot
Vespucci
Hudson
Magellan
Drake

Map 6


Presidential Election 1916
Wilson Elected
Democrat
Republican
Split Vote

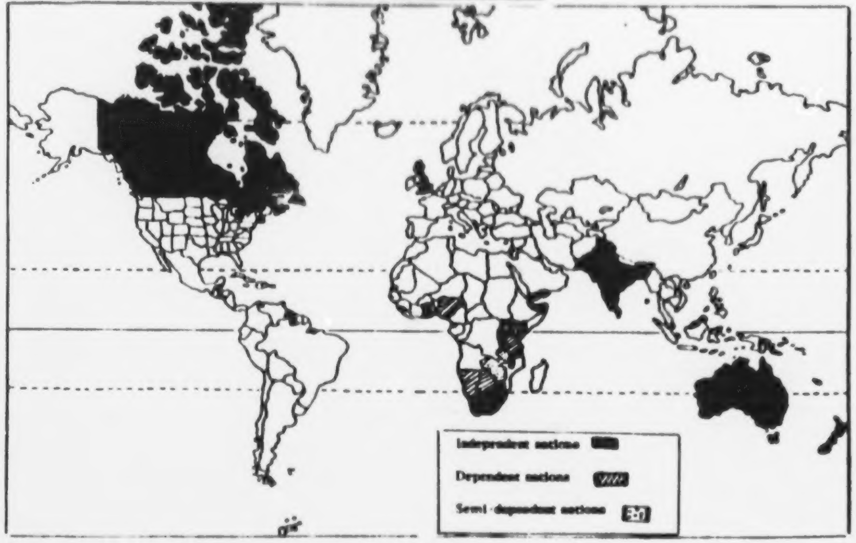
Map 7

World War I


Allies
Central Powers
Neutral

Map 8

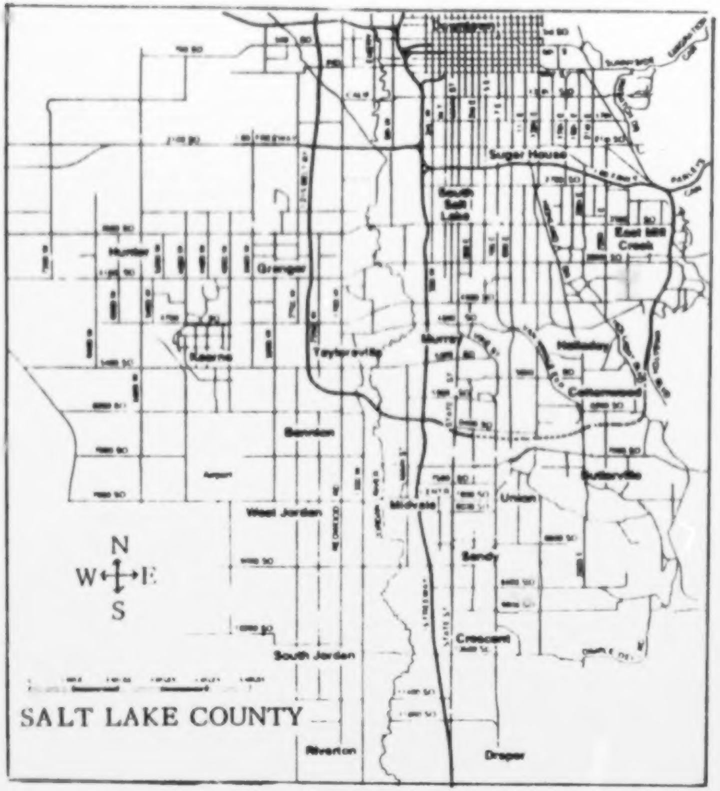
British Commonwealth of Nations, 1931


Independent nations
Dependent nations
Semi-dependent nations

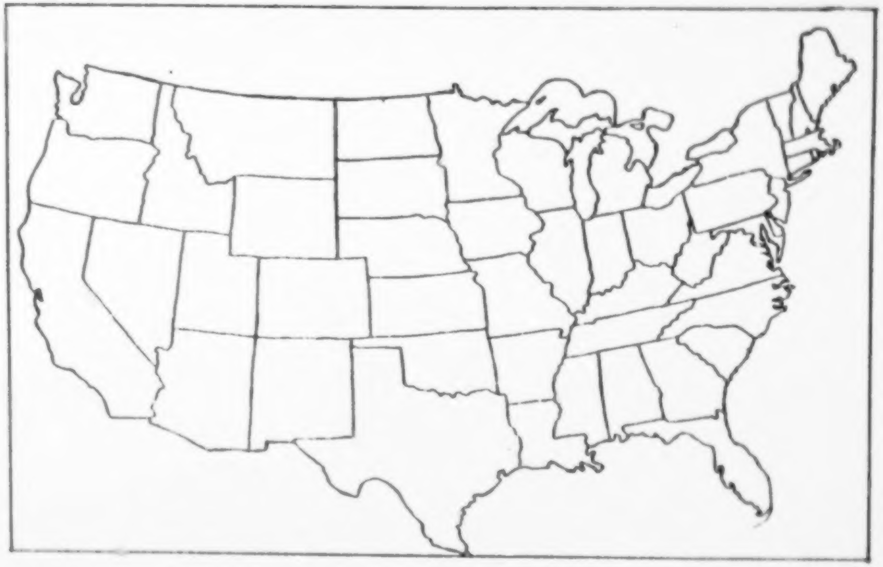
BEST COPY AVAILABLE

Map Activity Sheet 3

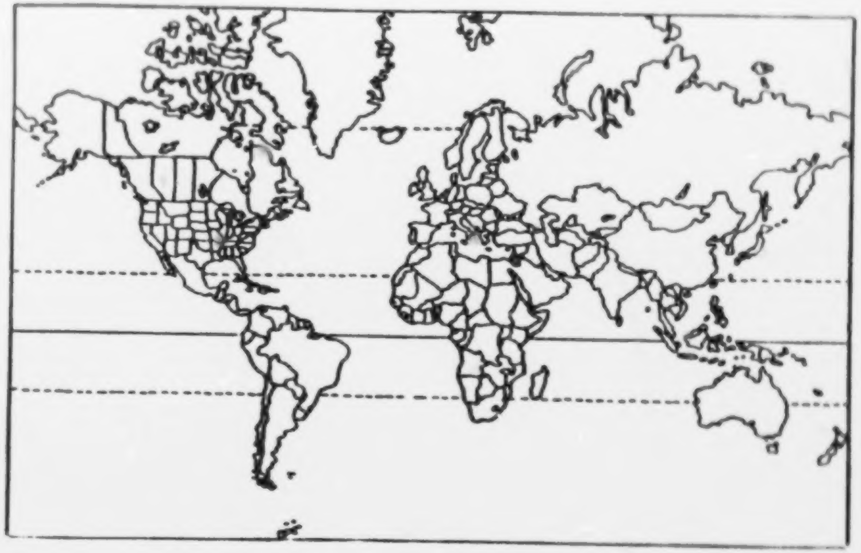
Map A


Downtown
Sugar House
South Salt Lake
East Mill Creek
Hunter
Granger
Kearns
Taylorsville
Murray
Holladay
Cottonwood
Bennion
Butlerville
West Jordan
Midvale
Union
Sandy
Crescent
South Jordan
Riverton
Draper
N
W
E
S
SALT LAKE COUNTY

Map B



Map C



The students will identify and locate on a map of globe the United States' major physical features..
(103)

Secondary Social Studies

TITLE: Physical Features of the United States

TOPIC: Geographic Skills

TIME SEGMENT:

508-806 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify and locate on a map or globe the United States' major physical features.

MATERIALS:

Student Activity Sheets Pages 1, 2
United States map (Masters included)
Encyclopedias, atlases, social studies books, and other sources containing maps of the United States
Colored pens or pencils

EVALUATION:

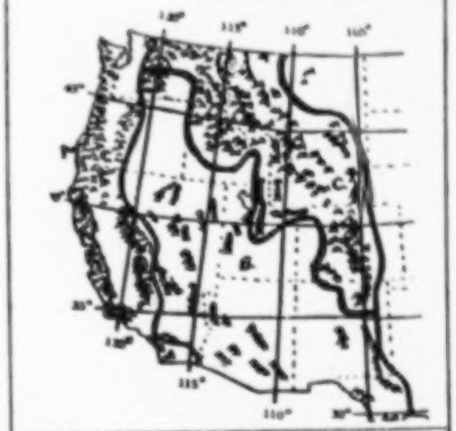
The students will successfully locate the United States major physical features on the map included in this unit.

ADAPTATIONS:

The teacher may use this material in a learning center format.

PROCEDURE:

To the teacher:



1. Make copies of the Student Activity Sheets and the United States map.

2. Give each student participating a copy of the Student Activity Sheets and the U.S. map.

3. Provide the students with colored pens or pencils.

4. Provide the students with atlases, encycopedias, social studies books, and other sources containing maps of the United States.

5. Designate a place for the students to place their completed work.

Skills:

Evaluation and Comments on Activity:

Students:

Teacher:

Secondary Social Studies TITLE: Physical Features of the United States	TOPIC: Geographic Skills	Student Activity Sheet Page 1	308-806 (103) D

To the student: Put your name on the United States. Find a map of the United States in an encyclopedia, atlas, or social studies book. Complete the following activities.

1. Use the map you found to help you locate the following lakes and rivers that are the largest and most important in the United States. Each lake or river has a number.

1. Colorado River
2. Columbia River
3. Great Salt Lake
4. Hudson River
5. Lake Erie
6. Lake Huron
7. Lake Michigan
8. Lake Okeechobee
9. Lake Ontario
10. Lake Superior
11. Mississippi River
12. Missouri River
13. Ohio River
14. Platte River
15. Red River
16. Rio Grande
17. Snake River
18. Yukon River

Place the number of the lake or river on its correct location on the United States map. Trace over the rivers and color in the lakes with a blue pen or pencil.

2. Use the map you found to help you locate the following mountain ranges and peaks.

Adirondack Mountains
Appalacian Mountains
Cascade Range
Coastal Range
Mauna Kea Volcano
Mount McKinley
Mount St. Helens
Rocky Mountains
Sierra Nevada Mountains

Use the symbols ▲ ^^^ and a brown pen or pencil to draw these mountains and peaks on the appropriate location on the United States map.

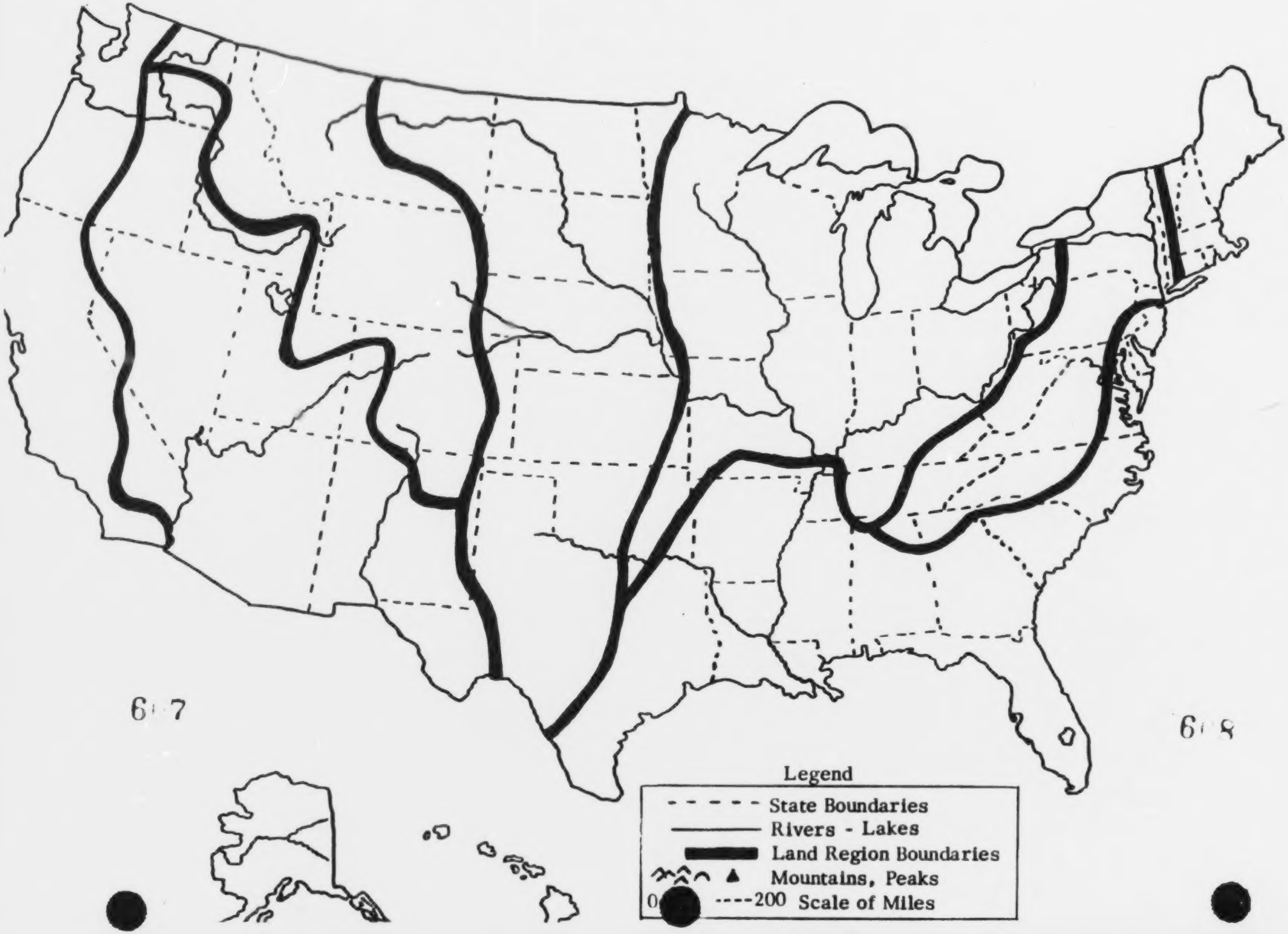
3. The major land regions of the United States are listed below. Each land region has a letter next to it.

A. Appalachian Highlands
B. Coastal Lowlands
C. Great Plains
D. Interior Plains
E. New England
F. Pacific Range
G. Rocky Mountains
H. Western Basin, Range and Plateau

Use the map you found to help you locate these regions on your map. Place the letter of the land region on the correct place on your United States map.

4. Put your completed work in the place designated by your teacher.

THE UNITED STATES OF AMERICA


Legend
State Boundaries
Rivers - Lakes
Land Region Boundaries
Mountains, Peaks
0 ----200 Scale of Miles